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ABSTRACT

Affording flexibility to the instructor, the fifth-grade career education unit in social studies and language arts contains a description of its design, an overview, and an instructional sequence of 14 lessons. Lesson titles are: paths to occupational preparation; paths some workers take; paths to possible careers; tickets to success; success and specific abilities; abilities workers need; how I see myself; identification of interest factors; identification of occupations related to interest factors; state your preference; categorization of school activities; categorization of occupations; identification of personal preferences; and my first occupational profile. Each detailed lesson is organized under headings of concepts, performance objectives, lesson time, prerequisite knowledge, resources required, instructor preparation tasks, instructional procedures, assessment procedures, and assessment items. Instructional strategies, which include role playing, discussion, question and answer, giving directions, and pantomime, are appended, as are a copy of the learner's finished product (with sections on paths to careers, tickets to success, choose your guides, sights to consider, the future me, and a glossary) and a bibliography. (JR)

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THE FUTURE ME

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W. P. SHOFSTALL PH.D.,
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Arizona
Department of Education

1535 WEST JEFFERSON
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271-5198

September 20, 1974

Dear Implementation Teacher:

Thank you for agreeing to participate in implementing one of the State's career education instructional units in your classroom this year.

We apologize for this unit being Xeroxed instead of being printed. We wanted to get it into your hands before the first of the year so you could plan your schedules. Hopefully, we will be able to get the unit printed at a later time.

Sincerely yours,

Beverly Wheeler, Ed.D.
Director, Research Coordinating Unit

F1/hd/07/9.18

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THE FUTURE ME

FIFTH GRADE

*Principal Writer: Debra Vild
Mesa Public Schools*

CAROLYN WARNER, SUPERINTENDENT
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SUPERINTENDENT OF PUBLIC INSTRUCTION

REVISED

1974

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

THE FUTURE ME

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW:

1. Generally, the lesson times indicated should be increased - or - you may want to do the lessons in 30-minute segments.
2. You are free to add guest speakers, and other resources and activities which you feel would enrich the unit.

SPECIFICS:

Lesson 1

You might want to divide this lesson into two sections. For example, begin the second day with page 24, "on-the-job training."

Lesson 3

Provide more directions to students on how to work in small groups if they are not accustomed to doing so.

Lesson 8

Depending on your group, you may want to find synonyms for some of the vocabulary on page 153. Be careful if you do, because the terms occur in later lessons.

Lesson 9

You may want to divide this into two sessions or adjust the time schedule.

Lesson 11-12

Using your own discretion, you may want to combine these two lessons because of their similarity.

Lesson 14

You may wish to divide this lesson into two sessions.

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UNIT DESIGN

OVERALL PURPOSE

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

GOALS

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

PERFORMANCE OBJECTIVES

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

LESSONS

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into

several parts. Before the main body of the lessons are described, key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.

TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.

SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

RESOURCES

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A unit resource profile has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

ASSESSMENT PROCEDURES

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson. However, it is proposed that the items be grouped and administered as follows:

Lessons 1, 2, 3, 4	(15 minutes)
Lessons 5, 6	(10 minutes)
Lessons 7, 8, 9	(12 minutes)
Lesson 10	(7 minutes)

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

INSTRUCTIONAL STRATEGY GUIDES

The unit contains several types of instructional strategies: role playing, discussion, question and answer, giving directions, and pantomime. Instructor guides for these strategies are presented in the appendix, with specific references given in the lessons. A unit content strategy profile, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

PURPOSE OF THIS UNIT

The purpose of this unit is to develop a greater awareness of careers and their specific requirements for occupational success. Occupational success is directly related to a worker's abilities, interests, and preferences for occupational preparation and work situations. Viewing working roles in relation to these will present a realistic picture of the future.

A major emphasis is placed on the learner's self-understanding, as well as on the realization that individuals differ in many ways. Those things preferred by one person may not be preferred by another. What are considered advantages of a specific career for one person may be considered as disadvantages by someone else.

This unit emphasizes that decisions and actions in the present will have an effect in the future, thus bringing a sense of meaningfulness to career planning. A final application of these concepts occurs when the learners compile their information and identify occupations which best suit their abilities, interests, and preferences at this time in their lives. Individuals can raise their chances of success by understanding themselves and planning wisely. They should also understand that some unforeseen and uncontrolled event may cause them to alter their plans at any time during their lives.

INTENDED USE OF THIS UNIT

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated

with its developmental status.

GRADE PLACEMENT

Fifth grade

SUBJECT AREA

Social studies, language arts

DURATION

Ten hours

GROUPING

Large group

PREPARING TO TEACH THIS UNIT

The *Unit Profiles* following this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

All worksheets and handouts should be kept by each learner in a temporary folder provided by the instructor during the first lesson. These materials will comprise a booklet entitled *The Future Me*. Appendix B contains a complete copy of the learner's booklet.

The learner's answer sheets for Lessons 7, 10, and 13 should be duplicated, folded in half lengthwise, and distributed by the instructor so that the scoring procedures in the right column are not visible to the learner.

The instructor should frequently emphasize to the learners that their physical makeup, ideas, and feelings will probably change as they grow older, and that these changes may cause a change in their choice of an occupation. The decisions and choices made during this unit reflect current feelings and are not meant to be constraining.

The focus of this unit is abilities, interests and preferences as they relate to occupations. The learner looks at occupations according to personal criteria in each of these areas. The areas of working conditions and physical demands are not stressed. Though an important aspect of occupational decision making, these areas were omitted to allow more learner involvement in the ability, interest, and preference areas.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	50 min.	Learners will identify and define levels of occupational preparation.	Discussion Questioning Worksheet
2	30 min.	Learners will identify the occupational preparation necessary for entrance and success in specific occupations.	Discussion Questioning Worksheet
3	45 min.	Learners will name one occupation of personal interest for each of the occupational preparation levels.	Discussion groups Questioning Worksheet Interview
4	25 min.	Learners will define the terms <i>verbal, numerical, color awareness, knowledge, and coordination</i> as they relate to abilities required for occupational success.	Discussion Questioning Worksheet
5	40 min.	Learners will identify abilities required to complete occupational tasks.	Pictorial presentation Discussion Questioning Worksheet
6	45 min.	Learners will identify occupations requiring a high degree of each ability.	Discussion Questioning Worksheet
7	40 min.	Learners will evaluate their personal abilities and list occupations related to these abilities.	Ability inventory Worksheet

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
8	30 min.	Learners will identify five pairs of interest factors.	Discussion Questioning Game Worksheet
9	40 min.	Learners will identify occupations which relate to each interest factor.	Discussion Questioning Worksheet
10	45 min.	Learners will evaluate personal interests and list occupations related to these interests.	Interest inventory Worksheet
11	20 min.	Learners will categorize school activities according to the work situations listed in class.	Discussion Questioning Worksheet
12	30 min.	Learners will categorize occupations related to each work situation identified.	Worksheet Discussion Questioning
13	25 min.	Learners will identify their personal preference for work situations and list occupations related to these situations.	Preference inventory Worksheet
14	60 min.	Learners will select occupations to meet personal criteria for educational preparation abilities, interests, and situational preferences	Personal profile Worksheet Discussion Questioning

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
1	Worksheet masters: <i>Educational Paths to Careers</i> <i>Finding Paths to Careers</i> Information sheet master: <i>Predictions About Occupations and Education</i> Visual masters: <i>During the 1970's Growth Will Vary Widely Among Occupations</i> <i>School Enrollment Rates Will Continue to Rise</i> Assessment item	Temporary folders for each learner
2	Worksheet master: <i>Particular Paths to Careers</i> <i>Instructor Information Sheet and Key That Accompanies Worksheet</i> Assessment item	Local telephone directory (for instructor's use)
3	Information sheet masters: <i>Categorizing Occupations</i> <i>Occupational Facts</i> <i>The Daily News</i>	Crayons (optional)

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
3 (Con't)	Worksheet master: <i>Paths to Possible Careers</i> Assessment item	
4	Worksheet master: <i>Five Tickets to Success</i> Assessment item	
5	Worksheet masters: <i>Abilities and Occupations</i> <i>Which Ticket to Success?</i> <i>Tickets to Success</i> Visual masters: Football player News reporter Artist Cashier Teacher (Use worksheet master to make a visual for <i>Abilities and Occupations</i>) Assessment item	Grease pencil for use with transparency
6	Worksheet masters: <i>Recognizing Abilities Required - The Daily News</i> <i>Abilities Workers Need</i>	

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
6 (Con't)	Information sheet master: <i>Occupations and Abili- ties Required</i> Assessment item	
7	Worksheet masters: <i>Identifying My Abili- ties</i> <i>Choosing Occupations to Fit My Abilities</i> Assessment item	
8	Sample chart: <i>Five Pairs of Interest Factors</i> Worksheet master: <i>Identifying Interest Factors</i> Game cards master Assessment item	Chart paper
9	Worksheet masters: <i>Following Interesting Paths</i> <i>Occupations Relating to Interest Factors</i> <i>Identifying Occupa- tions</i> Instructor information sheet: <i>Occupations Relating to Interests</i>	

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
9 (Cont')	Assessment item	
10	Worksheet masters: <i>Identifying My Interests</i> <i>Choosing Occupations Matching My Interests</i> Assessment item	
11	Sample chart: <i>Nature of Work Situations</i> Worksheet master: <i>Categorizing School Activities</i> Assessment item	
12	Information sheet master: <i>Occupations Relating to Work Situations</i> Worksheet master: <i>Which Work Setting?</i> Assessment item	
13	Worksheet masters: <i>Identifying My Preference for Work Situations</i> <i>Choosing Occupations to Fit My Preferences</i> Assessment item	Chart paper
		Chart from Lesson 11

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
14	Worksheet masters: <i>My Profile</i> <i>Occupations That Match My Profile</i> Miscellaneous masters: Title page <i>The Future Me</i> <i>Table of Contents</i> Chapter Division pages <i>Paths to Careers</i> <i>Tickets to Success</i> <i>Choose Your Guides</i> <i>Sights to Consider</i> <i>The Future Me</i> <i>Glossary</i> (Use worksheet master to make a visual of <i>My Profile</i>) Assessment item	Permanent folders for learner's booklet <i>The Future Me</i> (optional)

INSTRUCTIONAL SEQUENCE

PATHS TO OCCUPATIONAL PREPARATION

LESSON ONE

CONCEPTS

Occupational Preparation includes: high school, on-the-job training, occupational schools, and college. Occupational Preparation is discussed in terms of: length of time, location, activities, and cost.

PERFORMANCE OBJECTIVES

Given a list of terms, the learner will identify the formal levels of occupational preparation.

Given levels of occupational preparation, the learner will define each in terms of relative length of time, location, activities, and cost.

LESSON TIME

50 minutes

NEW VOCABULARY

High school - grades (9), 10, 11, 12

On-the-job training - learning while working at a job

Occupational school - a special school that teaches the skills of an occupation

College - two or four-year education beyond high school

Occupational preparation - getting yourself ready for a job

RESOURCES REQUIRED

Temporary folders, one for each learner

Overhead projector

Worksheets *Educational Paths to Careers and Finding Paths to Careers*

Information sheet *Predictions About Occupations and Education*

Visuals *During The 1970's, Growth Will Vary Widely Among Occupations and School Enrollment Rates Will Continue to Rise*

Assessment item for Lesson 1

INSTRUCTOR PREPARATION TASKS

Duplicate worksheets *Educational Paths to Careers and Finding Paths to Careers*.

Prepare transparencies *During the 1970's, Growth Will Vary Widely Among Occupations and School Enrollment Rates Will Continue to Rise*.

Duplicate learner information sheet *Predictions About Occupations and Education*.

Secure temporary folders for each learner.

Duplicate assessment item for Lesson 1.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Today we are starting a unit that deals with occupations. We'll be talking and learning about things that influence a worker's decision about which occupation to choose for a given period of time. We'll learn about ways people prepare for their occupations. And during these discussions, we'll talk about high school and the choices you can make after high school about ways to prepare for your occupations.

We will learn about and identify abilities, interests, and preferences and see how they are related to occupational success. We'll see that people have different abilities, interests, and preferences and that these differences are necessary to fulfill the needs of society.

What is important to you may not be important to another person. What you see as good in an occupation someone else may see as unpleasant. These differences in opinion are necessary if we are to find workers for all the jobs needed by the people in our country.

Many of you may have an idea what you would like to be when you grow older. You'll be able to explore that occupation as well as others you may be interested in. For those of you who really don't have an idea about what you would like to do, this unit will give you some ideas, for we'll identify a number of occupations you might like to have.

The unit is entitled *The Future Me*. We can't know what the future holds for any of us, but sometimes we can make predictions based on what we know about ourselves. So, maybe we can plan on what would be likely to happen to us.

As we talk about ways people prepare for jobs, you will identify your preference, or choice, for this time in your lives, for one type of training for a job. You'll also identify what you feel your abilities are, what things you are interested in, and what types of work activities you prefer. Then we'll match these things to occupations.

We will keep a booklet of all the information we discuss that deals with occupations. At the end of the unit you can take your booklets home to show your parents.

Distribute folder to each child.

Here's a folder in which to keep your papers. Do your best to keep the papers stacked neatly because they will become the pages of your booklet.

We'll start by identifying the different ways people learn about and train for their jobs. Some day you'll be faced with choosing an occupation. The type of training and education you have had will make a difference in your qualifications for an occupation. Certain occupations require knowledge or skills that are learned in special types of schools or situations.

TASKS

Let's begin by identifying ways people learn about or train for their jobs. The term *occupational preparation* means preparing or getting yourself ready for a job. We'll be talking about educational occupational preparation. This means the education or type of schooling you take to learn the skills needed for the occupation you would like to have.

Distribute worksheet entitled Educational Paths to Careers.

This is a word wheel; around the edge are letters. It will take you only a few moments to list the four ways people learn about their occupations.

Read the directions to the class. Wait five minutes while they complete it. Instruct the class to keep the worksheets at their desks.

What were the four ways workers train for their jobs?

Desired responses:

1. High school
2. On-the-job training
3. Occupational school
4. College

Now that you have identified four ways workers train for their jobs, we'll discuss them.

Write on the board the words time, location, activities, and money.

As we talk about each type of occupational preparation, try to determine the length of time required, the location, the type of activities involved, and the general cost to the worker.

What was the first type of occupational preparation you identified? Yes, it was *high school*. Who can tell me what high school is?

Elicit responses from the learners.

Possible responses:

1. The school my older brother/sister attends
2. Where grades 10, 11, 12 are taught (sometimes ninth grade)
3. A school where the learners move from one teacher to the next

How much time is spent in high school?

Possible responses:

1. Three years (four years if ninth grade included)
2. Grades 10, 11, 12 (sometimes ninth grade)

What high school is located near our school?

Possible response: (Name of closest high school)

What are some of the activities or classes available to the learners?

Possible responses:

1. (Name of specific school subjects: cooking, auto mechanics, languages, U.S. history, English, science, geometry)
2. Football games
3. Taking tests
4. Driver's training
5. Cheerleading

Does it cost money to attend high school? If so, what are the expenses?

Possible responses:

1. Money for clothes
2. Money for paper and supplies
3. Parents may pay for most of the expenses
4. Some learners may help pay for these things

Point out the following to the learners.

High school attendance is similar to elementary school, except each subject may be taught by a different teacher. Our parents, as well as others in our community and state, pay taxes, and some of the money paid goes to the schools.

Most students leave high school around the age of eighteen.

High school is taught in a regular school building. Many extra activities are provided for the students: sports events, dances, plays, band/orchestra, etc. Special courses are available which teach certain skills, e.g. cooking, drafting, sewing, auto mechanics, etc.

It does not usually cost you money to attend high school. The taxes paid by your parents keep the schools running. The expenses for the parents are similar for elementary and high school: food, clothing, etc. In many high schools the students or their parents buy their own books and supplies, though.

The next type of occupational preparation you identified was *on-the-job training*. Does anyone know what that means?

Elicit responses from learners.

Possible responses:

1. Training on the job
2. Learning while working
3. Working with an experienced worker and learning from him/her (the instructor should identify this as an apprenticeship)

How long does this type of preparation take?

Elicit responses from learners.

Almost any response would be acceptable. Point out to the learners that *on-the-job training experiences* may include a short demonstration or last several years.

The types of activities involved would depend upon the occupation. What types of activities would we expect a carpenter to learn and where would he learn them?

Possible responses:

1. At the job location, a construction site
2. Learn to saw, measure, hammer
3. Read blueprints
4. Frame a house
5. Learn to use various tools

A carpenter's training time depends upon his employer. Usually a carpenter will learn the skills in three years.

What activities would we expect a telephone operator to be involved in?

Possible responses:

1. Use of switchboard
2. Telephone courtesy
3. Handling emergency calls
4. Locating a number quickly
5. Placing long distance calls

These activities would take place as the telephone company and training time is usually less than a month.

What activities would we expect a sales person to be involved in?

Possible responses:

1. Use of a cash register
2. Learning location of stock
3. Store procedures for sales, refunds, etc.
4. Manners, etiquette

A sales person learns about the job at the store. The manager conducts training sessions for several hours a day for several days. The new employees also learn from working with a more experienced sales person.

Workers receiving on-the-job training are employed. They have already gotten a job with a company. Most on-the-job training experiences pay the worker a salary while the occupation is being learned.

For the purposes of this discussion, on-the-job training includes apprenticeships.

The worker is receiving on-the-job training because he or she did not have the skills necessary to do the job when hired. But the employer hired the individual, so the employer will teach the person the skills needed while working at the job.

The third type of occupational preparation was ~~occupational~~ schools. This is a school related directly to a training in a skill or trade to be pursued as a career. Here, as in on-the-job training, the activities would deal directly with the tasks involved in the occupation.

Occupational schools usually involve continued formal education after high school. These special schools usually give the person a diploma, a certificate, or an award that says the course has been completed successfully. The learner usually pays money to take the course offered by an occupational school.

Many of the activities take place in a classroom setting. The occupational tasks are done under the direction of an instructor.

For the purposes of this discussion, occupational schools include trade and technical, business/secretarial, dental technician/assistants, etc.

Occupational schools involve education in a variety of areas. There schools for barbers, beauticians, real estate sales people, secretaries, dental or medical assistants, etc. Police officers attend an academy which is a school that teaches the skills needed by police officers.

Education in an occupational school, as we have learned, takes many forms. One of these is training for jobs in technical areas. Technical training involves learning special skills or methods in a certain field. Usually it involves study in a field of science. For example, an electrician learns about electricity, what it is, how it works, and what it does. The tasks of an electrician, cutting wire, connecting circuits, installing electrical outlets, can often be learned without learning the technical knowledge of electricity. But both the technical training and the task training take place in an occupational school.

The last, or fourth type of occupational training we identified was *college*. Does anyone know what college is?

Possible responses: A school, a place to study

Explain to the class that college is a school. It takes a minimum of two to four years.

Has anyone ever visited a college?

Let learners respond to what they saw.

Explain to the class that college students take classes in a variety of areas and then decide what areas to study to prepare for their occupations. In some cases, the learners live at home and travel to the college. In others, learners live in apartments or rooms close to the college. The expenses involve room rent, food, clothing, tuition (money paid by the learners to pay the expenses to run the school), and supplies. The expenses can range up to thousands of dollars a year.

Explain to the learners that there are several kinds of colleges. The community, city, or junior colleges are two year programs; the state and private colleges are four year programs. The learner at a college receives a diploma that says he or she has completed the requirements.

Distribute worksheet entitled *Finding Paths to Careers*.

Before we end this discussion, here is a "fun" page for you to work. See if you can work the maze for each of the four types of occupational preparation we have talked about.

Read the directions on the worksheet and circulate to help those learners who may need assistance. Allow 10-15 minutes for this activity.

SUMMARY

Many opportunities for employment will be available during the years ahead. Employers are seeking people who have higher levels of education because jobs are more difficult and require greater skills. Furthermore, employment growth generally will be fastest in those occupations requiring the most education and training.

Show transparency entitled *During the 1970's, Growth Will Vary Widely Among the Occupations*.

For example, professional occupations requiring the most education will show the greatest amount of growth during the 1970's.

The chart uses the term percent. This means "per hundred." If it says ten percent, it means ten out of one hundred. Twenty percent means twenty out of one hundred.

Elicit responses from the learners to the following questions.

From which group of workers can we expect a 20 percent reduction in number? This means 20 less workers for every hundred.

Desired response: Farm workers

What would you guess the chances of becoming a farm worker are?

Desired response:

We need less farm workers so it may be more difficult to find a job in this area.

If this is not mentioned by the learners, the instructor should provide the information.

Which group of workers will increase in numbers by approximately 35 percent? This means for every one hundred workers we will need thirty-five more workers.

Desired response: Service workers

Craftsmen and foremen will increase by what rate?

Desired response: 20 percent

What does an increase by 20 percent mean?

Desired response: For every hundred workers we will need 20 more people.

Sales will increase by what rate?

Desired response: Approximately 25 percent

Which area is growing the fastest?

Desired response: Service workers

What are some occupations that fall under service workers?

Possible responses:

- | | |
|-----------------------|---------------------|
| 1. Repairmen or women | 7. Waiters |
| 2. Barber | 8. Waitresses |
| 3. Beauticians | 9. Cooks |
| 4. Carpenters | 10. Chefs |
| 5. Mechanics | 11. Fire fighters |
| 6. Sales | 12. Police officers |

The instructor should provide enough examples if the learners do not.

Remember, service occupations involve aiding people and products.

A high school education has become a standard for American workers. A high school graduate is in a better position in the job market than a person who quit school before the twelfth grade.

Although training beyond high school has been the standard for some time for many professional occupations, many other areas of work require more than just a high school diploma. As new machines and equipment are used in offices, banks, insurance companies, and government operations, skill requirements are rising for clerical and other office jobs. New machines and materials used in construction, appliance repair, farming, and manufacturing are creating the need for more advanced training for the workers. Employers are increasingly demanding better trained workers to operate the machinery. This training is usually learned in on-the-job training experiences.

In many areas of sales, new machines, materials, and designs are making greater technical knowledge a requirement for demonstrators and salesmen.

Along with the demand for greater education, the number of youths completing high school has increased, and an even larger number of students go to college.

Show transparency entitled School Enrollment Rates Will Continue to Rise.

This trend is expected to continue through the 1970's and 1980's, when most of you will be seeking jobs.

Elicit responses from the learners to the following questions.

You will be in high school in 1980. What percent of 14-17 year olds will be attending high school when you are?

Desired response: Over 85 percent

Look at the bottom of the chart where college enrollment is shown. What percent of 18-24 year olds will attend college in the 1980's?

Desired response: Over 25 percent

As these charts show, more young people are seeking more education. This education may help prepare them for their occupation, but as we already discussed, there are many job opportunities available to persons who are unable or do not want to attend college.

Here are copies of the two charts you just saw on the transparencies. Please save these with your worksheets. Later you may want to refer back to these charts when you begin to think about occupations in which you are interested.

Distribute information sheet entitled Predictions Regarding Occupations and Education.

Our next lesson will deal with specific occupations and the level of educational preparation required by each.

Instruct the class to put the worksheets in the folder you have provided. At the end of this unit, they will have made a booklet dealing with occupations.

SUPPLEMENTAL ACTIVITY

The learner will interview workers (family members, neighbors, school personnel) and compile a list indicating the type of occupational preparation experienced by each worker.

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice and one completion item are used to assess the learner's achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

1-c

2 - High School

- a. Usually four years--usually finished by 18 years old
- b. School building
- c. Classes
- d. Minimal

On-The-Job Training

- a. Short demonstration up to more than four years
- b. A work location under the supervision of a qualified worker
- c. Involves "learning by doing"
- d. Receives salary while learning; in some cases must join and pay labor union dues

Occupational Schools

- a. Varies, usually two years
- b. Course work as well as experiences relating to occupation
- c. Pays tuition to school; receives no salary while attending

College

- a. Usually four years, but possibly longer
- b. At school building
- c. Attend classes
- d. Pays tuition, buys own books, living expenses often incurs because college location is not near home

Accept other similar responses

Name _____

Date _____

ASSESSMENT ITEM

Lesson 1

1. Which one of the following is NOT a formal level of occupational preparation identified in our lessons?
 - a. College
 - b. High school
 - c. Self-instruction
 - d. On-the-job training
 - c. Occupational schools

Name _____

Date _____

ASSESSMENT ITEM

Lesson I

2. Describe the four levels of occupational preparation listed below by writing a statement that describes each in terms of time required, activities involved, and money spent or received.

High School

Time _____

Location _____

Tasks Performed _____

Cost _____

On-The-Job Training

Time _____

Location _____

Tasks Performed _____

Cost _____

Occupational Schools

Time _____

Location _____

Tasks Performed _____

Cost _____

College

Time _____

Location _____

Tasks Performed _____

Cost _____

Educational Paths to Careers



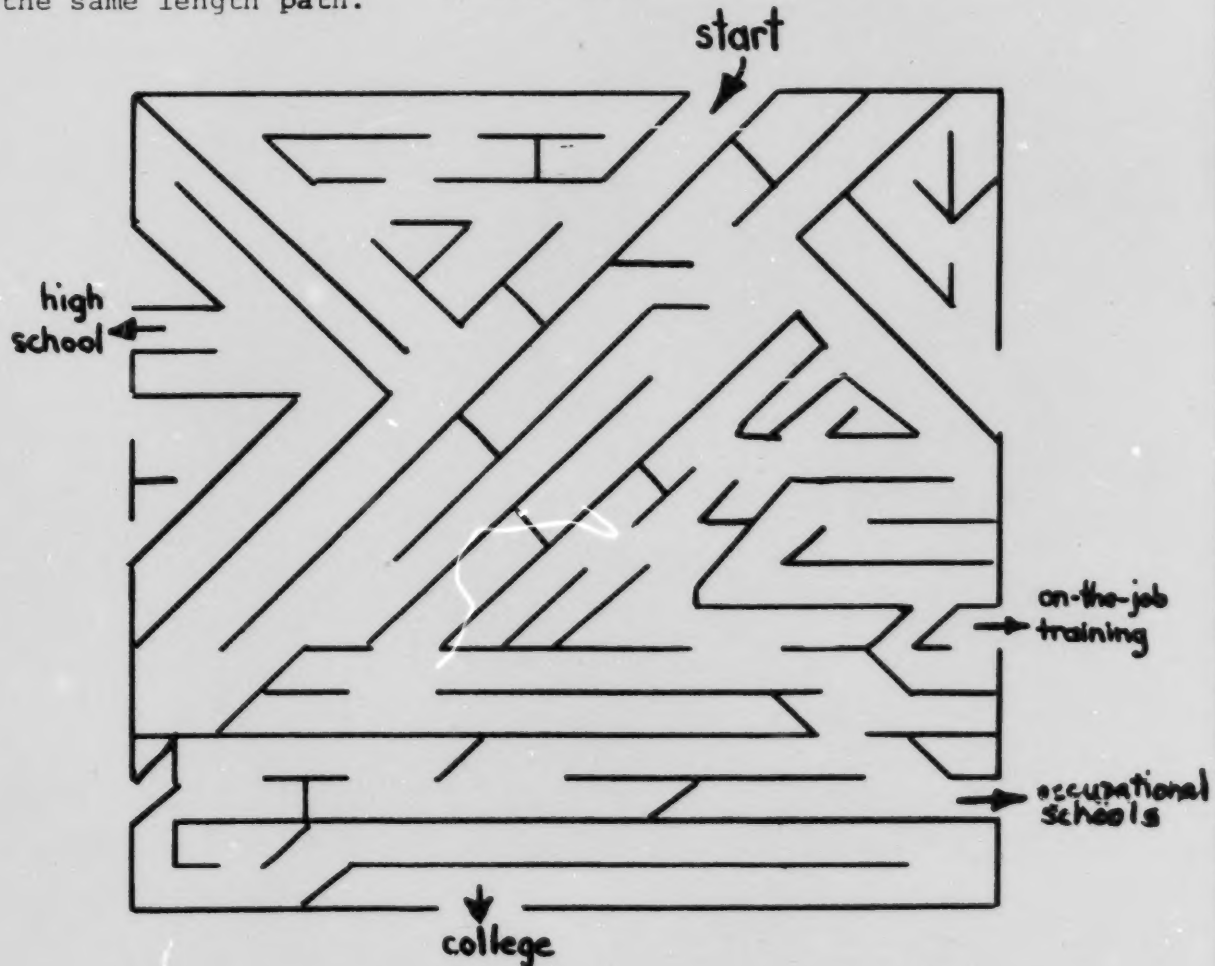
1. h _ _ _ _ o _
2. _ _ _ e _ _ _ i _ _ _
3. _ _ _ u _ _ _ h _ _ _
4. _ _ l _ _ _

Directions: You will begin with the letter marked by the arrow. Write this letter in the first blank on line one. Continue around the circle, writing each letter in the next blank. A few letters have been filled in to help you. When you have gone all around the circle, you will have spelled out the four ways people learn about and train for their jobs.

Finding Paths to Careers.....

Directions: The maze below should be completed to show the four paths of job preparation: high school, on-the-job training, occupational schools, and college. Using the maze to help you, complete each sentence below.

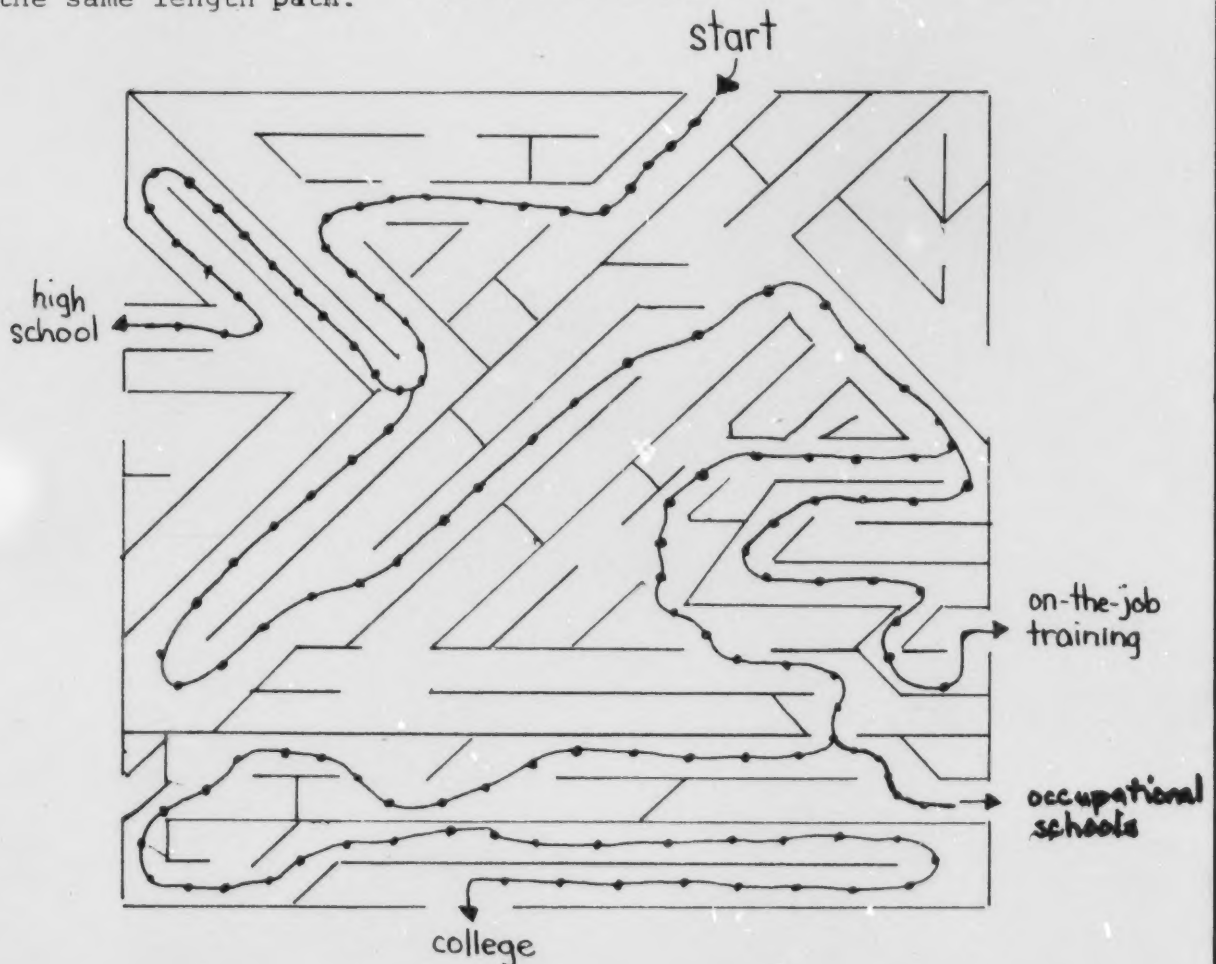
1. The longest path of job preparation is _____.
2. _____ is the beginning path for occupational preparation.
3. On-the-job training is usually longer than _____.
4. Occupational schools may be shorter than _____.
5. On-the-job training and _____ may have about the same length path.



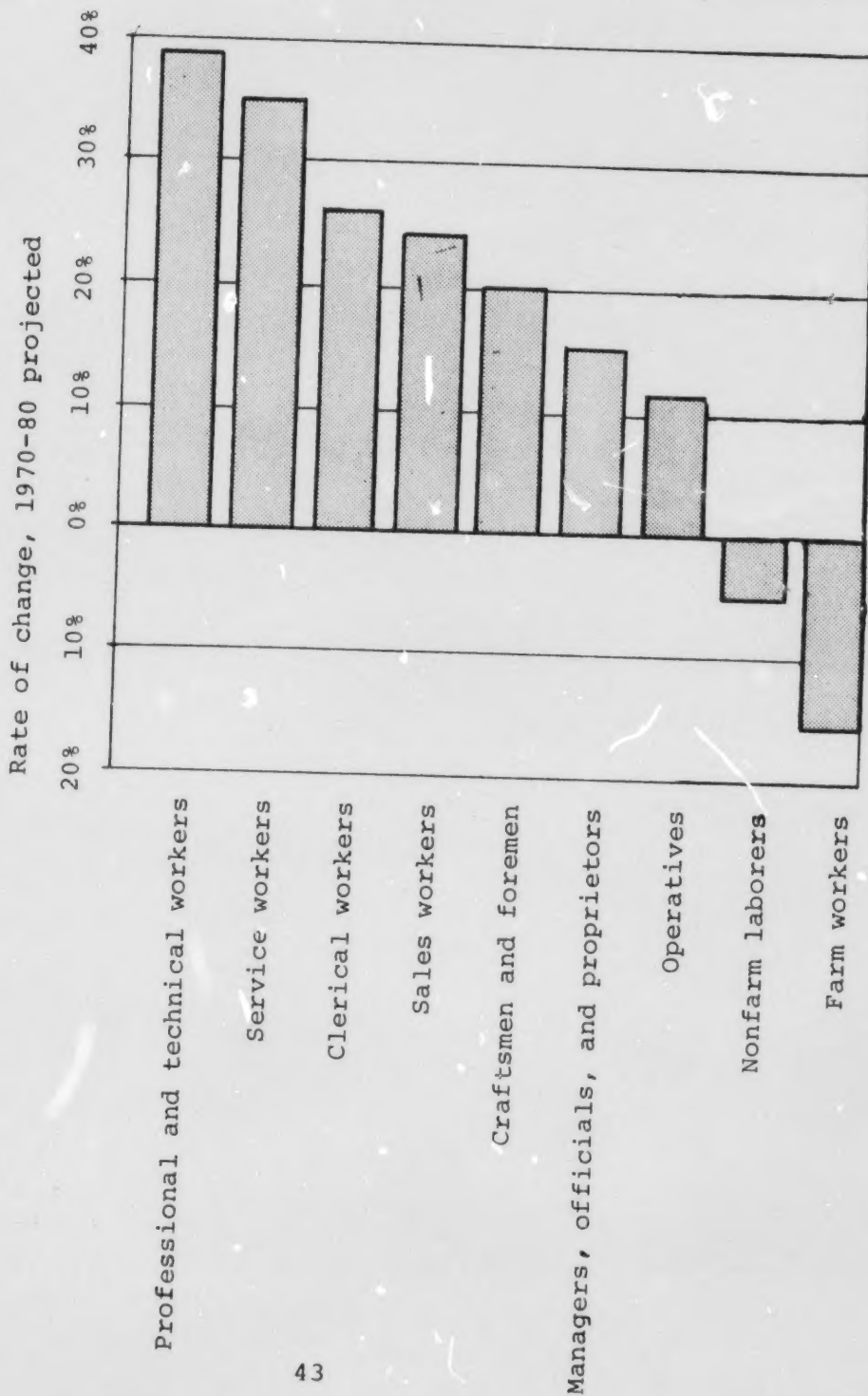
Finding Paths to Careers.....

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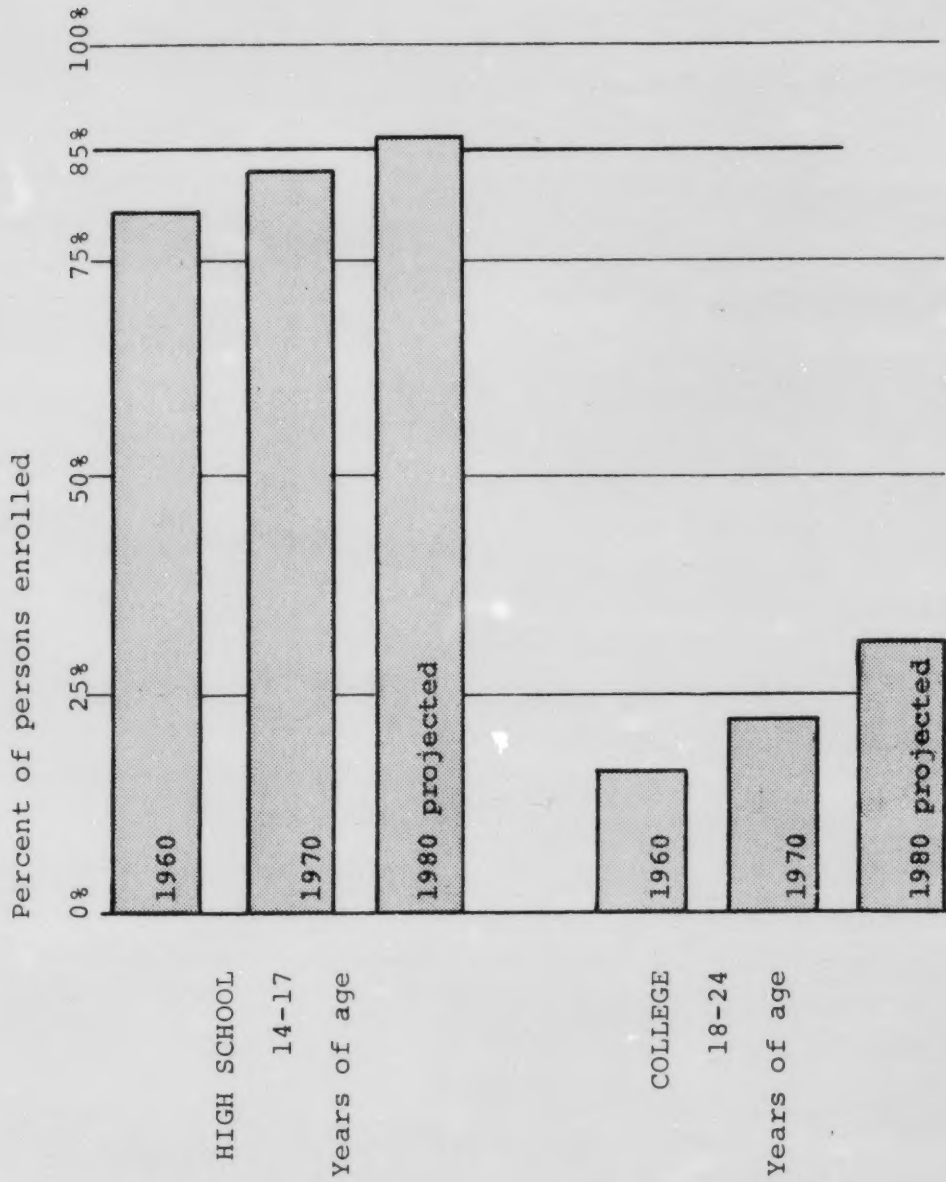
1. The longest path of job preparation is college.
2. High school is the beginning path for occupational preparation.
3. On-the-job training is usually longer than high school..
4. Occupational schools may be shorter than college.
5. On-the-job training and occupational schools may have about the same length path.



During 1970's, growth will vary widely among occupations



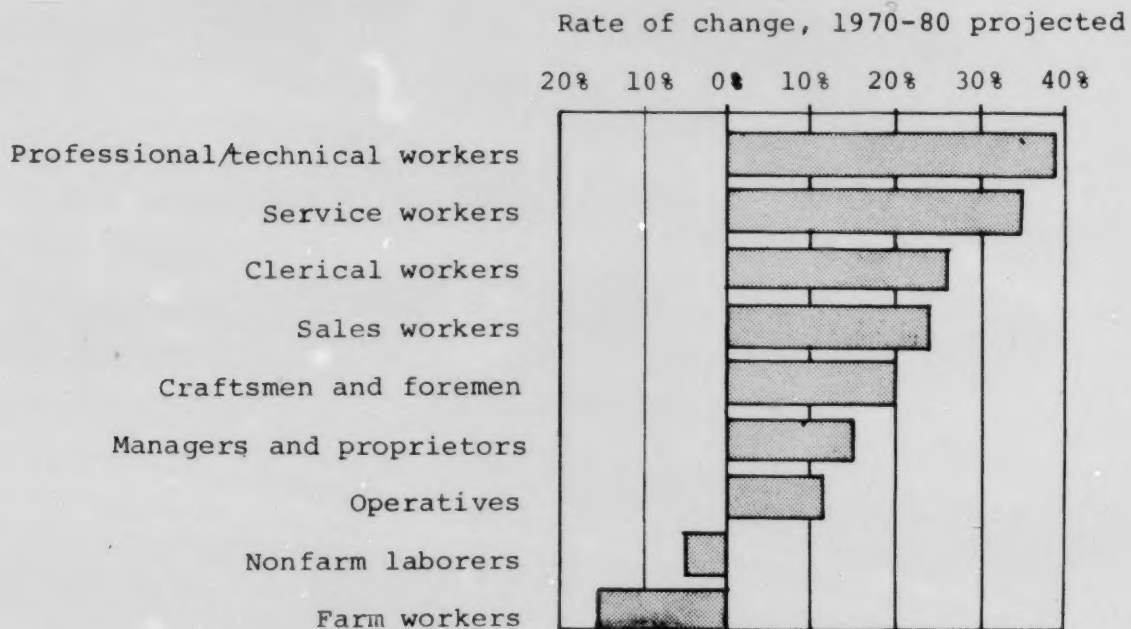
School enrollment rates rise



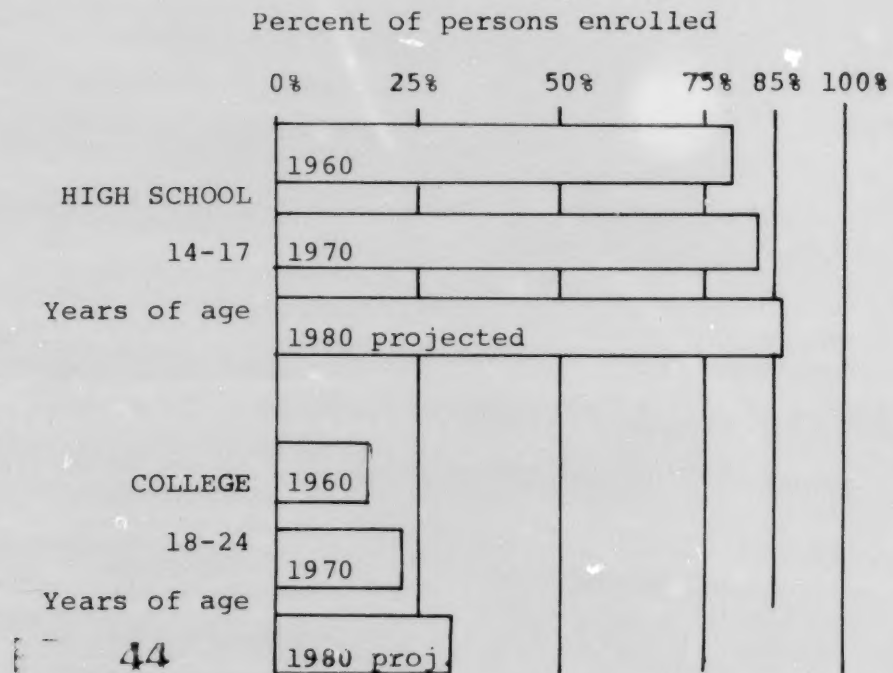
LEARNER INFORMATION SHEET

PREDICTIONS ABOUT OCCUPATIONS AND EDUCATION

DURING THE 1970's, GROWTH WILL VARY
WIDELY AMONG OCCUPATIONS



SCHOOL ENROLLMENT RATES WILL CONTINUE
TO RISE



PATHS SOME WORKERS TAKE

LESSON TWO

CONCEPTS

Type of occupational preparation varies according to the occupation.

PERFORMANCE OBJECTIVE

Given a list of occupations and levels of educational occupational preparation, the learner will specify the levels of preparation most likely required for each occupation.

LESSON TIME

30 minutes

PREREQUISITE KNOWLEDGE

(Previous lesson)
Concepts of high school, on-the-job training, vocational education, and college

RESOURCES REQUIRED

Worksheet *Particular Paths to Careers*

Assessment item for Lesson 2

Telephone directory (for instructor's use)

INSTRUCTOR PREPARATION TASKS

Duplicate worksheet *Particular Paths to Careers*.

Read teacher information sheet and key that accompanies worksheet *Particular Paths to Careers*.

Duplicate assessment item that accompanies Lesson 2.

Locate in a local telephone directory the occupational school in your area. Refer to each by its commercial name and the type(s) of occupation(s) taught.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In our previous lesson we identified four ways people train for their jobs. Can anyone name them?

Ask a learner to respond.

Yes, they were high school, on-the-job training, occupational schools and college. Today let's talk about occupations that interest you, and identify the type of preparation each occupation requires.

As we talk about occupations, try to think of the tasks involved and how those tasks can best be learned. Then from what we discussed earlier about types of education for occupational preparation, try to determine which type of preparation is most likely needed to prepare the worker for his occupation. What things do you think a police officer must learn to do?

Possible responses:

- a. Direct traffic
- b. Write tickets
- c. Learn laws
- d. Ride a motorcycle
- e. Drive a car well at high speeds
- f. Fire a gun
- g. Surprise a suspect

These are things most police officers learn to do. How can attendance in high school help a police officer?

Possible responses:

- a. Learns mathematical concepts
- b. Develops the ability to work with and get along with others
- c. Develops leadership traits through student government experience
- d. Learns to write detailed reports
- e. Learns to drive a car in drivers' education
- f. Learns laws in government classes
- g. Learns some first aid techniques in a health or P.E. class

High school prepares the police officer and practically every other worker with the background information and skills needed to obtain a job. High school is an important part of most people's lives. For many occupations, high school teaches more specific skills and a high school graduate may obtain a job without more training. For many other occupations, more training is required. For example, our police officer learns things in high school that are important to him, but he needs further training. So most cities have programs for their officers to take. These programs take place at a police academy. A police academy is a special school that teaches an officer the skills he must know to do a good job. Since the officers learn the technical or specific duties of an officer, we can say that theirs is a form of vocational education.

TASKS

Before we begin let's review the types of educational occupational preparation. Which type refers to grades 9, 10, 11, and 12?

Desired response: High school

Yes, it was high school. This is schooling through the twelfth grade. Usually it's a general education, though you may have several courses in specialized areas. For example, you may have a class in art, pottery, sewing, auto mechanics, electricity, or small engines.

Although it is possible for some people to get jobs without a high school education, most employers require a high school diploma as a minimum requirement of prospective employees. Since high school experience is becoming increasingly important, we will assume all our occupational workers will have attended high school. For our purposes when we talk about types of educational preparation, we will be referring to those choices you can make after attending high school.

If you learn about the occupation and what tasks you are required to perform after you get the job, this is on-the-job training. You report to work each day, and an experienced worker will work with you, teaching you as you go along. What does the new worker receive during this type of preparation?

Desired response: A salary

Yes, that's correct. On-the-job training usually pays a salary, and you learn while actually working.

Some occupations require that you attend a school that teaches you what to do. They teach the specific tasks of an occupation. What type of training do we call this?

Desired response: Occupational schools

Yes, that's right. Occupational schools are schools which teach the skills of the occupation. What were the types of occupational schools we mentioned earlier?

Possible responses:

1. Barber
2. Real estate
3. Dental assistants

Yes, these are possible occupational schools. The occupational schools in our area are _____.

The instructor should refer to the notes made in preparation for this lesson. Each school should be referred to by its commercial name; the type of occupation the learner is preparing for should be identified.

The fourth type of training involves learning many things in a variety of areas in addition to things related to your chosen occupation. What type of training is this?

Desired response: College

That's correct. College teaches many things. We have learned that college may take from two to four years, but there are occupations that require additional preparation after four years of college.

Now let's think of occupations and the tasks performed by the worker. Then we'll identify what type of educational preparation is most appropriate.

We'll identify which area of educational preparation will give the worker enough background to fulfill the requirements of the job.

Ask a learner to name an occupation. Ask another learner to identify the tasks of that occupation. Ask a third learner to name the type of occupational preparation most appropriate to prepare the worker for his tasks.

Possible responses:

First Learner: A dental assistant

Second Learner: Does secretarial duties for the dentist

Aids the dentist while he is working on a patient's teeth by handing him the correct tools

Cleans patient's teeth

Takes x-rays

A high school education does not teach these things. A college education teaches many things that are needed by the dental assistant. On-the-job training isn't practical because the dentist is too busy to take time to teach an assistant.

Third Learner: Occupational schools in the field of dental assistance is the best method of learning about the occupation.

Continue the discussion by asking other learners to name an occupation, list the tasks done, and tell the most appropriate type of educational preparation.

First Learner: A carpenter

Second Learner: Learns use of tools, read blueprints, specific tasks (framing, mitering, cabinet making), etc.

Some of these could be learned in a classroom. The high school coursework would not be detailed enough; college would involve learning many other things; occupational schools or on-the-job training would be more useful.

Third Learner: Most carpenters have an apprenticeship program; on-the-job training is most appropriate for a carpenter's occupational preparation.

First Learner: An elementary school teacher

Second Learner: Helps learners learn reading, writing, math, social studies; may teach art, music, physical education; works with children of varying age levels; has contact with parents.

High school classes provide a background of information, but to learn to teach these things, college attendance is necessary. On-the-job training and occupational schools do not give a wide variety of these experiences.

College graduation is a requirement in many states before teachers can be given a license to teach; therefore, college education is the most appropriate type of occupational preparation.

Third Learner: College

Now that we have talked about occupations, identified some tasks in each, and named the type of preparation most likely in each, I'm going to give you a worksheet.

Distribute worksheet entitled Particular Paths to Careers.

This worksheet shows pictures of workers. Look near the bottom of the page and find the directions.

Read the directions to the class.

Are there any questions about what you will do with this worksheet? Now complete the worksheet.

Allow about 15 minutes for the learners to complete the worksheet. Using the answer key and information sheet provided, correct the worksheet in class, discussing the occupations that may have caused difficulty.

SUMMARY

We have learned about several types of occupational preparations, talked about the tasks involved in some occupations, and identified the type of occupational preparation most appropriate for each.

Ask the learners to explain why college is most appropriate for a lawyer.

Possible response:

A lawyer needs the general education of a college program as well as specific courses in law and courtroom procedures.

Why is an occupational school most appropriate for a barber or beautician?

Possible response:

The barber or beautician learns the skills of his/her trade at a special school. Most states require a minimum number of hours at these schools before they will grant a license.

Why is on-the-job training most appropriate for a carpenter?

Possible response:

The carpenter's tasks are varied and slightly different for each construction job. These tasks are taught by experienced workers. On-the-job training is a type of apprentice program that many labor unions require.

When is a high school education sufficient preparation for a job?

Possible response:

When the skills of the occupation can be acquired through daily living or when a high school course provides enough information for a worker to begin an occupation.

Soon you will have an opportunity to identify occupations you are interested in and find out what training is most appropriate for them. This will give you an idea about which type of education you should plan for.

SUPPLEMENTAL ACTIVITIES

Using the local telephone directory, the learner will list schools that teach occupational skills. The learner will write to occupational schools in the area to acquire information about the programs offered.

The learner will choose an occupational area and locate in a college catalogue the requirements for college graduation in that area.

ASSESSMENT PROCEDURES

DESCRIPTION

Two multiple-choice items are used to assess achievement of the objective.

DIRECTIONS

The learners will read each item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

c, b

Name _____

Date _____

Lesson 2

ASSESSMENT ITEM

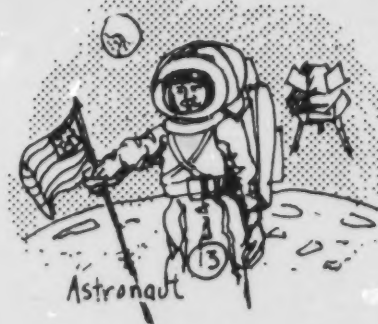
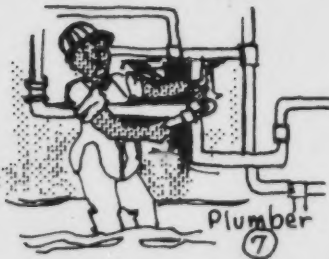
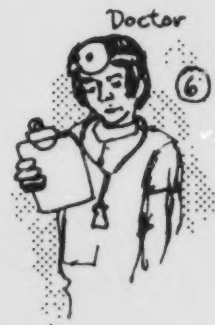
1. College is usually NOT a current requirement for a:

- a. Lawyer
- b. Dentist
- c. Postman
- d. Principal

2. Circle the letter in front of the occupation that does NOT require occupational education classes.

- a. Policeman
- b. Bank teller
- c. Dental assistant
- d. Real estate salesman

Particular Paths to Careers



Directions: Write the numbers of the occupations on the lines after the type of training most likely able to prepare the worker for his job.

college _____
on-the-job training _____
occupational school _____

ANSWER KEY AND INSTRUCTOR INFORMATION
TO ACCOMPANY
PARTICULAR PATHS TO CAREERS

- 1&2. A lawyer and judge need a broad background of education and specific training dealing with laws and court procedures. College
3. A gas station attendant may develop interest in this area while growing up, but because of constantly changing engines and parts, the on-the-job experiences are more valuable.
4. A policeman attends an academy to learn his skills. Occupational school
5. A secretary may learn basic skills in high school, but further training is usually desired by employers. Occupational school
6. A doctor needs a general education followed by several years of medical training. College
7. A plumber usually learns from experienced workers through an apprentice program. On-the-job training
8. A minister usually attends a college or seminary. Occupational school
9. An entertainer may possess skills that led him/her to this field, but it is usually those people who have gone to theatrical schools, done summer work, or acted in small parts for many years who become successful. Occupational school
10. A baseball player learns the skills while growing up. He may begin with a "farm team," learning from more experienced players. On-the-job training
11. A beautician learns the skills and receives a license after attending a cosmetology course. Occupational school
12. A gardener usually learns the skills of the occupation from experienced workers. On-the-job training
13. An astronaut is highly trained in specific technical areas beyond college. College

PATHS TO POSSIBLE CAREERS

LESSON THREE

CONCEPTS

Learners will name one occupation of personal interest for each of the occupational preparation levels.

Careers require special preparation.

PERFORMANCE OBJECTIVE

Given three levels of post high school educational occupational preparation, the learner will identify one occupation from each in which he is interested.

LESSON TIME

45 minutes

PREREQUISITE KNOWLEDGE

Levels of occupational preparation (two previous lessons)

On-the-job training, occupational school, and college

RESOURCES REQUIRED

Crayons

Instructor Interview Form for assessment of each learner's achievement of the objective

Information sheets *Categorizing Occupations*,
Occupational Facts, and *The Daily News*

Worksheet *Paths to Possible Careers*

INSTRUCTOR PREPARATION TASKS

Duplicate copies of each information sheet:
Categorizing Occupations, *Occupational Facts*,
and *The Daily News*.

Duplicate copies of worksheet entitled *Paths to
Possible Careers*.

Duplicate *Instructor Interview Form* to use to
assess each learner's achievement of the objective.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Previously we looked at a variety of occupations and identified the type of preparation most appropriate for each. Today your task will be to identify one occupation you are interested in for each type of preparation. You will not have to choose an occupation you would like to do, only one you are interested in. This means if you were able to have each type of preparation, what occupational areas would you like to learn about?

TASKS

Since some of you may not know a lot about occupations, I'll give you some time to look at occupations before you make a decision. We'll divide into four groups. Each group will be given some information sheets to share. Look at them with the members of your group. The information sheets tell you about job requirements and training time.

The information sheet entitled *Categorizing Occupations* gives a list of occupations and occupational areas. This will help you if you cannot think of very many occupations. The second information sheet, *Occupational Facts*, tells you what training is required in certain jobs. It, too, should help you think of occupations. The information sheet entitled *Reading Want Ads - The Daily News* is a sample page of a newspaper. It will help you think of jobs and identify some of the requirements of those jobs.

If you have questions about the occupations that members of your group cannot answer, raise your hand, and I will try to answer it for you. Before we begin, look at the questions on the board. These are things you may want to know about the occupations.

Read the questions with the class, clarifying any points they bring out.

These are written on the board.

1. What type of preparation does this occupation require?
2. What types of activities are involved in the preparation?
3. How much time is involved?
4. How much money is necessary?

Divide the class into four groups and distribute the information sheets to each group. Set standards of conduct for the small group discussion.

1. One person at a time should be speaking in each group.
2. Tell the other members of your group which information sheet you are talking about before you begin.
3. Talk quietly.
4. Try to answer the questions on the board about each occupation.
5. Ask members of your group if you come to a word you do not know.
6. Raise your hand if you need the instructor's assistance.
7. Do not leave your group without the instructor's permission.

Allow twenty-five minutes for this activity. Circulate to each group, using the checklist provided in the assessment instrument. Ask each learner to identify one occupation that he is interested in from each group. It may be necessary to return to a group several times, as each child may not be ready to identify all three occupations upon your arrival.

SUMMARY

Now you have had a chance to look at various occupations and identify one of interest to you for each type of occupational preparation. Would someone volunteer to share with the class the choices he made?

Call on several learners.

We will put this information in our booklet. Here is a worksheet divided into three sections.

Pass out worksheet entitled Path to Possible Careers.

Under the proper headings, illustrate the occupation you selected. Write its name on the line above the preparation necessary. When you have finished, put this in your folder.

The instructor may provide additional paper, if needed.

Later we will continue your discussion of occupations and look at what types of abilities are necessary for occupational success. Knowing this will help you plan for the future. You may now be able to begin to develop the skills or abilities you will need in your chosen occupation.

SUPPLEMENTAL ACTIVITIES

The game *Life Career* could be adapted for fifth graders. It is published by Wester Publishing Company, 1968-69.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will circulate to each learner while

completing a page of his book and ask each child to name an occupation related to each of the occupational preparation levels.

DIRECTIONS

The instructor will interview each learner and record his response to each of the following questions on the *Instructor Interview Form*.

1. Name an occupation that can be learned during on-the-job training experience.
2. Name an occupation that can be learned in occupational education classes.
3. Name an occupation that requires attendance at a college.

KEY

Individual learner response/teacher satisfaction

CATEGORIZING OCCUPATIONS

INFORMATION SHEET

Professional and Related Occupations

accountants, lawyers,
clergymen, teaching,
conservation occupations,
counseling occupations,
engineers, librarians,
health service occupations,
mathematics, technicians,
natural science occupations,
life science occupations,
performing artists,
social scientists,
writing occupations,
photographers

Service Occupations

barbers, models,
cosmetologists,
cooks and chefs,
waiters and waitresses,
guards and watchmen,
police officers,
fire fighters,
hospital attendants

Managerial Occupations

city managers,
industrial traffic managers,
purchasing agents

Clerical Occupations

bookkeepers, cashiers,
file clerks,
receptionists,
stock clerks,
typists,
telephone operators

Sales Occupations

automobile parts (sales),
insurance agents,
real estate,
retail trade

Skilled Occupations

building trades,
driying occupations,
machining occupations,
mechanics and repairmen,
printing occupations,
assemblers, jewelers,
furniture upholsterers,
gasoline station attendants,
meat cutters,
motion picture projectionists,
parking attendants,
power truck operators

Some Major Industries and Their Occupations

Agriculture

farming,
soil scientists,
farm service jobs

Mining

petroleum and natural gas,
production and processing,
copper

Manufacturing

aircraft, apparel,
baking,
iron and steel,
motor vehicle

Transportation, Communications

pilots, stewardesses, radio
operators, radio-TV
announcers, telephone installers,
repairmen, operators

Finance

bank tellers, clerks, officers,
insurance adjusters, agents

OCCUPATIONAL FACTS INFORMATION SHEET

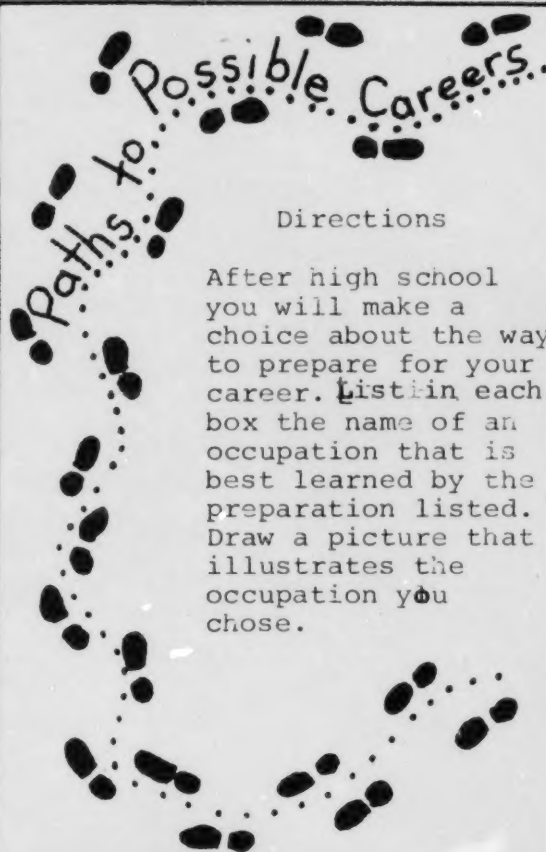
Lesson 3

	Clerical	Education Arts	Managers Officers	Outdoors	Selling	Services	Sciences, Trade
College plus more		Architect Professor Librarian				Doctor Dentist Lawyer Veterinarian	Chemist Physicist
College Degree		Reporter Teacher Translator	Armed Services Officer Business Executive	Coach Forester	Public Relations Worker	FBI Agent Social Worker	Engineer City Planner
H.S. Diploma & other training	Accountant Executive Secretary	Artist Designer	Armed Services Officer Office Manager Hotel Manager		Buyer for Store	Nurse	Airline Pilot Draftsman Photographer
H.S. Diploma O.J.T.Voc. Ed	Bookkeeper Secretary Telephone Operator		Building Contractor	Farm Hand	Insurance Agent Auto Sales- man	Airline Stewardess Barber Beautician Cook, Chef Policeman/ Woman Dental Asst.	Jeweler Carpenter Tailor, Dress- maker, Welder Plumber Mechanic, Com- puter, Prgmr.
H.S. Not required	Cashier File Clerk			Farm Hand Yard Work	Salesperson	Dry cleaning worker, Maid Post office Clerk Mailman Waiter Babysitter	Construction Worker Factory Assembler Truck Driver

READING WANT ADS
THE DAILY NEWS

Lesson 3

MORNING EDITION	HELP WANTED	SECTION G PAGE 1
ACCOUNTANT With manufacturing firm H. S. grad. or 2-3 yrs exp. or education. Duties include ledge and cost accounting; \$5,000 -yr to start. Call 963-7184 for app't.	DENTIST Mem. Hosp. Adv. College training and 2 yrs exp. Apply Personnel Dept.	PERSONNEL WORKER COLL. GRAD. POISE, ABILITY TO DEAL WITH PEOPLE 425/MO TO START. SECTON AGENCY.
AIRLINE STEWARDESS Meet interesting people, travel. H.S. grad, 20-26 yrs old. Neat, attractive, get along well with people. Start \$8000 Apply North Airlines.	DRAFTSMAN WANTED IMMED. OPENING, 2 YRS VOC. ED. EXPERIENCE. MATH APTITUDE, CALL MR. JENKINS. 963-5042.	POLICEMEN/WOMEN H.S. grad. 6 mo. training program. Finest police dept serving large city. Write Solano Co. P.O. Box 73
ARCHITECTS DESIGN, PLAN, DRAW DESIGNS FOR HOMES, APTS., INDUSTRIAL PARKS. EXP. REQUIRED. COLLEGE GRAD. \$7,000 TO START. APPLY WESTERN & SMITH, INC.	ELECTRICIANS Take recent H.S. grad to begin O.J.T. Start \$60 per wk. Call Mr. Franklin MU 7-7371.	P.L.U.M.B.E.R Ability to estimate plumbing and heating. Start \$10,000, f you have 4yrs exp Call 756-0098
ADVERTISING COPYWRITER Large Co. needs person to write newspaper ads, trade journals, and catalogues. Journalism major prfd, will consider English major. MU9-2883	ENGINEER-ENGINEER Review and evaluate current product designs. Coll. grad. Know military specifications. Snd letter to Precision Co., 4 Lombard Lane Middlefield.	PROFESSIONAL ARTIST Good eye for color balance, detail; creative. H.S. diploma, 2 yrs. trade sch or O.J.T. exp
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	MECHANIC Gd. oppty. Previous exp not req. but need Trade or Tech. School certif. Interviews 10-4, 16 Ash Street	WELDERS Trade school certif. or will train. Call 972-0012.



Directions

After high school you will make a choice about the way to prepare for your career. List in each box the name of an occupation that is best learned by the preparation listed. Draw a picture that illustrates the occupation you chose.

On-the-job training

Occupational School

College

TICKETS TO SUCCESS

LESSON FOUR

CONCEPTS

Definition of the following terms as they relate to abilities required for occupational success: knowledge, verbal, numerical, coordination, and color awareness.

PERFORMANCE OBJECTIVE

Given the specific skills of verbal ability, numerical ability, color awareness, knowledge, and coordination, as well as definitions of terms, the learner will match each skill to its definition.

LESSON TIME

25 minutes

NEW VOCABULARY

Knowledge - a general learning ability

Verbal ability - ability to understand and present clearly the meanings of words and ideas

Numerical ability - ability to accurately and quickly perform arithmetic operations

Coordination - precise movements with hands, eyes, and fingers

Color awareness - use, choice of colors

RESOURCES REQUIRED

Worksheet master *Five Tickets to Success*

Assessment item for Lesson 4

INSTRUCTOR PREPARATION TASKS

Duplicate *Five Tickets to Success* (11)

Duplicate assessment item for Lesson 4

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Let's continue with our exploration of occupations. You have learned the various ways people can prepare for their work. Today and for the next few lessons we will be discussing what skills are necessary to be successful in certain occupations. You know that doing well in school requires certain skills in reading, math, English, music, art, and physical education. Well, achieving success in the occupation you choose requires some of these same abilities. If you are aware of the requirements before you choose an occupation, you will be able to plan for the development of the skills you will need and begin now to improve in any areas you feel you may be weak.

TASKS

Before we discuss what these abilities are, here's a fun worksheet to see if you can identify some of these skills on your own.

*Distribute worksheet entitled **Five Tickets to Success** to each learner. Read the directions to the class and answer any questions they may have. Allow 15 minutes for this activity.*

We'll discuss what each of these abilities are. The words going across the page should help you understand the meanings. Would someone please name one of the abilities?

Call on the learners until all five skills have been identified.

The first skill identified was verbal ability. Can anyone tell me what this means?

Possible responses: Talking, speaking, English

We will define *verbal ability* as understanding and presenting the meaning of words or ideas clearly. As you see, verbal ability involves speaking, thinking, and reading. If you were asked to explain or interpret a picture, would that be a verbal ability? Why?

Desired response:

Yes, because to explain things means you need to tell someone your idea about something.

Yes, it would be verbal. You would look at the picture, which is an idea someone has about something, think about it, and then tell someone what it means.

Another skill identified was numerical ability. Can anyone tell me what this means?

Possible response: Math, numbers, money

We will define *numerical ability* as quickly and correctly working arithmetic operations. These may be addition, subtraction, multiplication, division, making change, collecting money, and using the many forms of measurement and time. If your mother asked you to go to the store

to buy fruit, milk, and eggs, would you use numerical abilities? If so, where?

Desired response:

Yes, paying for the food, looking at prices

Can you identify other situations at the store where you would use numerical abilities?

Possible responses:

1. Weighing the fruit
2. Buying the correct quantity of milk
3. Making sure none of the eggs are broken
4. Paying the cashier
5. Counting the change
6. Getting back in time for Mother to prepare dinner

As you see, we use our numerical abilities often during each day. Even walking to school involves leaving home early enough and choosing the shortest and safest path.

Another skill we identified was knowledge. What does this mean?

Possible responses:

1. Being smart
2. Knowing the right answers
3. Doing good in school

We will define *knowledge* as general learning ability. It is closely related to how well you do in school, although there are many people who are very knowledgeable who don't try hard enough in school to use their knowledge. Knowledge involves verbal as well as numerical abilities. It involves thinking, understanding, solving problems, making decisions, learning, and intelligence. For our discussion, knowledge will relate to the ability to do well in school. All occupations require some knowledge; many require knowledge about specific things. These things can be learned as part of the occupational preparations we've already talked about. For our discussion we'll relate knowledge to college work; because we've said knowledge is your general learning ability, and college requires use of general learning abilities.

Another ability we identified was coordination. Can anyone tell me what this means?

Possible responses:

1. Balance
2. Moving quickly
3. Using fingers and eyes together

Coordination means making accurate or correct movements with your eyes, hands, fingers, and body. Most occupations require some coordination, but many occupations require more control between your eyes or hands than others. Do you think a baseball player needs coordination?

Desired response: Yes

What parts of his body must he move together correctly?

Possible responses:

1. His eyes and arms (to bat the ball or to catch the ball)
2. His eyes and legs (to run)

Don't forget that balance is an important part of coordination. A baseball player wouldn't make many runs if every time he swung at the ball he fell over. Coordination involves using and moving the parts of your body correctly.

The last skill we identified was color awareness. What does this mean?

Possible responses: Using colors, choosing colors

Color awareness means using and choosing colors in a pleasing manner, as well as recognizing differences in colors. A machine or electrical equipment is often color coded. The worker knows what to do with the parts or wires by what color they are. A seamstress or dress designer chooses colors that look good together, as well as looking pleasant on the people wearing them.

An artist or house painter also uses colors to please people. There are many occupations that require knowing about color (printer, photographer, truck driver), but there are specific occupations that use color much more often than others.

SUMMARY

We have identified five skills that could be related to a worker's success in certain occupations. Would someone please list one of the five and give us a definition for it?

Continue this questioning until all five have been identified and defined.

Possible responses:

1. Knowledge - general learning ability
2. Verbal ability - ability to understand and present clearly the meanings of words and ideas
3. Numerical ability - ability to accurately and quickly perform arithmetic operations
4. Coordination - precise movements with hands, eyes, fingers
5. Color awareness - use, choice of colors

These skills are developed during your school years. Knowing that these abilities are required in many occupations will make school seem more important to you.

Now that we've identified and defined these skills, in our next lesson we will identify which abilities are needed for certain occupational tasks.

SUPPLEMENTAL ACTIVITY

The learners will construct crossword puzzles similar to the worksheet *Tickets to Success*, but they will fill the horizontal rows with names of occupations requiring the ability identified in the vertical row.

Example:

teleVision announcer
sEcretary
teacheR
BROADCASTER
Author
Lawyer

ASSESSMENT PROCEDURES

DESCRIPTION

A matching item is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

a-5 b-3 c-4
d-2 e-1

Name _____

Date _____

Lesson 4

ASSESSMENT ITEM

Match the word in Column B with its definition in Column A.

Column A

- ___ a. Use and choice of colors
- ___ b. General learning ability
- ___ c. Precise movements with hands, eyes, fingers
- ___ d. Ability to accurately and quickly perform arithmetic operations
- ___ e. Ability to understand and present clearly the meanings of words and ideas

Column B

- 1. Verbal ability
- 2. Numerical ability
- 3. Knowledge
- 4. Coordination
- 5. Color awareness

Directions: Using the letters in the box, complete each word by filling in the missing letter. Then look down each column of words you have completed. Each will spell an ability that relates to occupational success.

a, a, a, b, c, c, c, d, e, e, e, e, e, i, i, i, k, l, l, l, l, m, n, n, n, o, o, o, o, o, o, r, r, r, r, t, u, v, w

	C	O	N		E	R	S	A	T	I	O	N
		S	P		E	C	H					
		W	O		D	S						
V	O	C	A		U	L	A	R	Y			
	I	D	E		S							
		T	E		L							

M	A	T		H			
		T		N	E	S	
		B		E	N	D	S
		C		M	B	I	N
		A		T			

			M	O		E	Y		
		M	E	A	S		R	E	
A	R	I	T	H		E	T	I	C
		N	U	M	B		R	S	
		R	E	G		O	U	P	
		M	U	L	T		P	L	Y
C	O	R	R	E		T			
S	U	B	T	R		C	T	I	O
			S	O		V	E		

B	A	L	A	N		E			
				M		V	E		
				T		G	E	T	H
				W		I	T	E	
			B	O		Y			
				F		N	G	E	R
			D	A		C	E		
			C	R		W	L		
			C	A		C	H		
			C	L		M	B		
			T	H		R	W		
			H	A		D	S		

				S		I	L	L	S
			T	H		K			
			R	E	A	S		N	
							I	S	E
				S	O		V	E	
				L		A	R	N	
			S	T	U	Y			
C	O	L	L	E		E			
			L			S	S	O	N

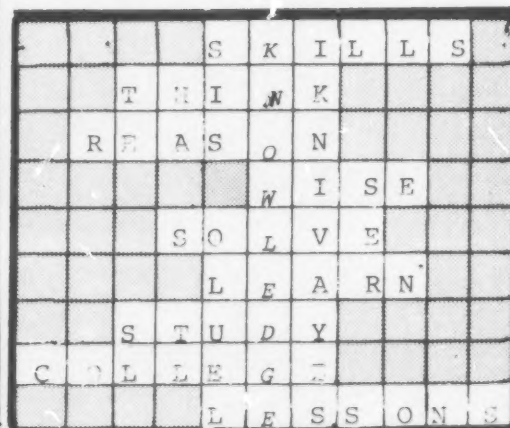
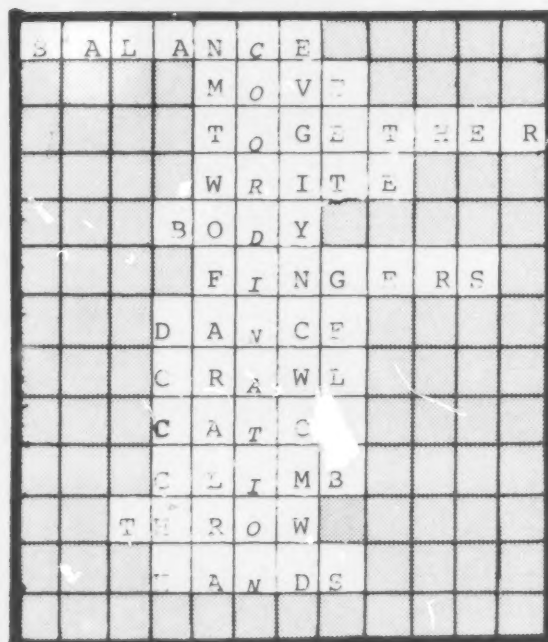
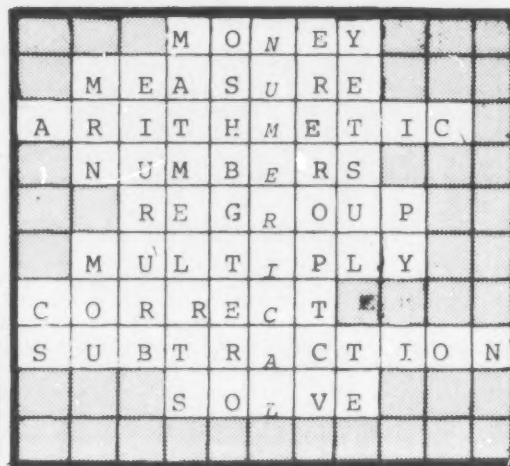
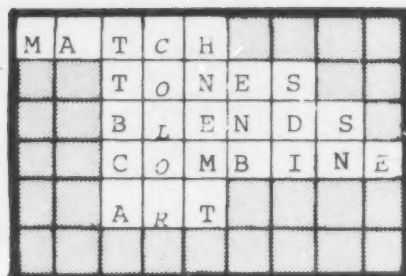
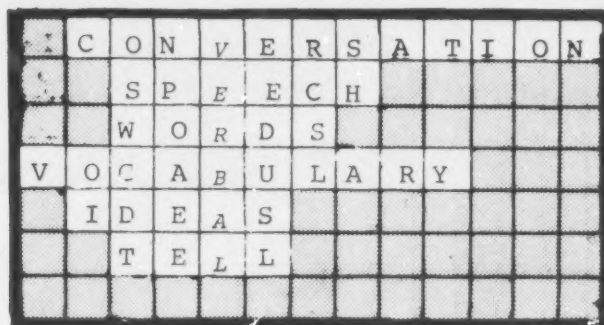
FIVE TICKETS FOR SUCCESS

11

FIVE TICKETS FOR SUCCESS

Directions: Using the letters in the box, complete each word by filling in the missing letter. Then look down each column of words you have completed. Each will spell an ability that relates to occupational success.

a, a, a, b, c, c, c, d, d, e, e, e, e, g, i, i, i, k, l, l, l, l, m, n, n, n, n, o, o, o, o, o, o, r, r, r, r, t, u, v, w



SUCCESS REQUIRES SPECIFIC ABILITIES

LESSON FIVE

CONCEPTS

Careers require different knowledge, skills, and aptitudes.

PERFORMANCE OBJECTIVE

Given illustrations of occupational tasks, the learner will identify the skills required for each task.

LESSON TIME

40 minutes

PREREQUISITE KNOWLEDGE

(Previous lesson)

Definition of the following skills: knowledge, verbal ability, coordination, and color awareness.

RESOURCES REQUIRED

Grease pencil for marking on transparencies

Assessment item for Lesson 5

Worksheets *Abilities and Occupations*, *Which Ticket to Success*, and *Tickets to Success*

INSTRUCTOR PREPARATION TASKS

Duplicate worksheets *Abilities and Occupations*, *Which Ticket to Success*, and *Tickets to Success*.

Review instructor information sheet and key that accompanies *Tickets to Success*.

Prepare transparencies of football player, news reporter, artist, cashier, and teacher.

Prepare transparency of worksheet *Abilities and Occupations*.

Duplicate assessment item for Lesson 5.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In our previous lesson we identified five skills that may relate to occupational success. Can someone identify them for the class?

Desired response:

1. Knowledge
2. Numerical ability
3. Verbal ability,
4. Coordination
5. Color awareness

That's correct. Today we'll look at pictures of occupational tasks and identify which of those skills the worker must have to perform his job well. This will help you when you begin to make decisions about occupations that interest you, because many occupations require specific abilities. Knowing this will help you to make a choice based on what you know about yourself and how well you can perform the skills required in certain occupations.

TASKS

Pass out worksheet entitled *Abilities and Occupations* to each learner and instruct them to look at occupations listed along the margin. Ask a learner to read the five occupations listed.

Desired responses:

1. Football player
2. News reporter
3. Artist
4. Cashier
5. Teacher

That's right. I'm going to show you pictures of these five workers. Put an X under the ability MOST desirable for each worker.

Put the transparency of the football player on the overhead, instruct the learners to put an X under one of the following headings: verbal ability, numerical ability, coordination, knowledge, or color awareness. Remind the learners that several of the skills may be used by the worker, but they are to indicate the one that is needed most. Continue until the remaining four transparencies have been shown.

Correct the worksheet with the learners, using the key provided.

Raise your hand if you felt a football player needed verbal ability more than the others.

Ask one of the learners who raised his hand to explain why, or to describe the situations that may arise in the career of the football player where verbal ability is required. Accept reasonable responses, but point out that while verbal abilities may aid or enhance a football player's performance, there is another ability more desirable for a successful career.

Raise your hand if you felt a football player needed numerical ability more than the others.

Ask one of the learners who raised his hand to explain why, or to describe the situations that may arise in the career of the football player where numerical ability is required. Accept reasonable responses, but point out that while numerical abilities may aid or enhance a football player's performance, there is another ability more desirable for a successful career.

Raise your hand if you felt a football player needed coordination more than the other abilities.

Ask one of the learners who raised his hand to explain why, or to describe the situations that arise in the career of a football player where coordination is required.

Possible responses:

1. Throwing (passing) and catching the ball
2. Running, dodging the opponents
3. Kicking the ball to a designated area
4. Catching the ball
5. Tackling

Is coordination more important than verbal or numerical abilities for a football player?

Desired response: Yes

Ask how many chose knowledge or color awareness as the most important abilities for a football player. Ask those learners to explain their choice. Point out that football players also use their knowledge a great deal. They are required to learn "plays" and make instant decisions on the field. They show what they have learned by using their coordination. Accept reasonable responses, but point out that coordination is the most important skill for football player.

Continue the same discussion for the pictures of the news reporter, artist, cashier, and teacher.

By looking at these five occupations we have found that occupations may make use of all or more than one of the skills we have identified. But we were able to identify one of the abilities as being more important to particular tasks than the others. At times it may be difficult to identify which ability is the most important because a worker may make equal use of several abilities.

Pass out worksheet entitled Which Ticket to Success?

Here is a copy of the transparency you just saw. This will become a part of your booklet. Write the skill we decided was the one necessary for the success in the occupations shown.

Allow 3-5 minutes for the learners to complete this; instruct them to place the worksheets in their folders.

Pass out worksheet entitled *Tickets to Success*.

Here is another worksheet for you to complete. This one will also become a page of your booklet, so keep it at your desk.

Read the directions to the class. Reemphasize that the occupations may make use of several skills but they are to identify the ability needed most by the worker.

If the instructor feels it is necessary, a brief review of the definitions for the following abilities may be necessary.

1. Knowledge - general learning ability
2. Verbal - understand and present clearly the meaning of words and ideas
3. Numerical - accurately and quickly perform arithmetic operations
4. Coordination - precise movements with hands, eyes, and fingers
5. Color awareness - use, choice of colors

Allow 10 minutes for completion of the worksheet.

We will correct the worksheet before you put it in your folder. What is the skill most needed by the ballet dancer?

Call on learners to respond. Continue with the remaining eight pictures.

The instructor information sheet to accompany *Tickets to Success* discusses the reasonable as well as the desired responses.

SUMMARY

While looking at pictures of occupations and workers, you identified the skills necessary for the worker to successfully perform his or her task.

Can anyone name an occupation or a worker who made use of several abilities?

Possible responses:

1. Football player
2. Cashier
3. Teacher
4. Stewardess

Each of you think of an occupation. It may be your father's or mother's, something you would like to be, an actor's role on T.V., or any occupation you are aware of.

Now, can you pick out the one skill that is most important for that occupation?

Ask several learners to share their thoughts with the class.

Did anyone think of an occupation that required two or more skills?

Possible responses:

1. Lawyer - knowledge and verbal ability
2. Architect - knowledge and coordination
3. Music, P.E. teacher - knowledge and coordination

As you can see, occupations require varied abilities for success. We'll continue to talk about this when you look more closely at other occupations and the skills they require. This will help you plan for the development of the skills you may need in the occupation you choose.

SUPPLEMENTAL ACTIVITIES

The learner will list five occupations from one of the following categories, and identify the abilities required for success in each:

1. Working outdoors
2. Dealing with people
3. Working with things, objects, and machines
4. Receiving recognition from others

ASSESSMENT PROCEDURES

DESCRIPTION

From pictorial representations of occupational tasks,

the learners will identify the skill required for completion of each task. The pictures are:

1. A salesman in a car lot
2. A bank teller
3. A secretary typing
4. An artist at an easel
5. A judge in a courtroom

DIRECTIONS

The learners will read the item and record their responses under each picture, using the following key:

K = Knowledge
V = Verbal ability
N = Numerical ability
C = Coordination
CA= Color awareness

KEY

- 1-V or K
2-N
3-C
4-CA
5-I or V

Special Notation: Since verbal ability and knowledge are highly correlated, pictures one and five may require the same degree of ability in both areas.

Name _____

Date _____

Lesson 5

ASSESSMENT ITEM

Name the skill most required by the worker shown in each picture. Use the following key: K=knowledge, V=verbal ability, N=numerical ability, C=coordination, CA=color awareness.

1



2



3



4



5





geography
astronaut
hemisphere
occupation
intelligence









ABILITIES AND OCCUPATIONS

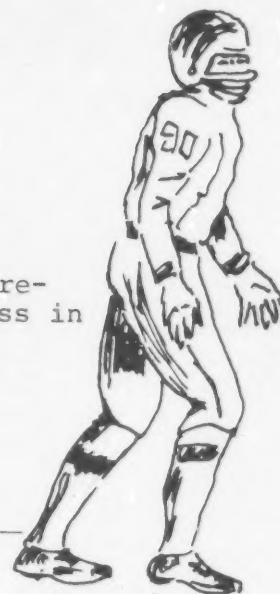
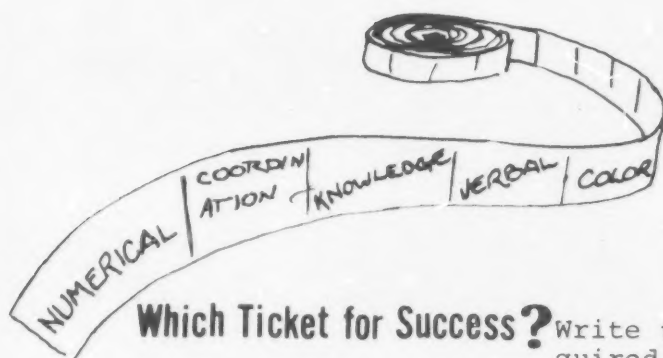
Directions: Look at each occupation and put an X under the skill needed most by the worker.

Occupations	Verbal Ability	Numerical Ability	Coordination	Knowledge	Color Awareness
Football player					
News reporter					
Artist					
Cashier					
Teacher					

ABILITIES AND OCCUPATIONS KEY

Directions: Look at each occupation and put an X under the skill needed most by the worker.

Occupations	Verbal Ability	Numerical Ability	Coordination	Knowledge	Color Awareness
Football player			X		
News reporter	X				
Artist					X
Cashier		X			
Teacher				X	



TICKETS TO SUCCESS



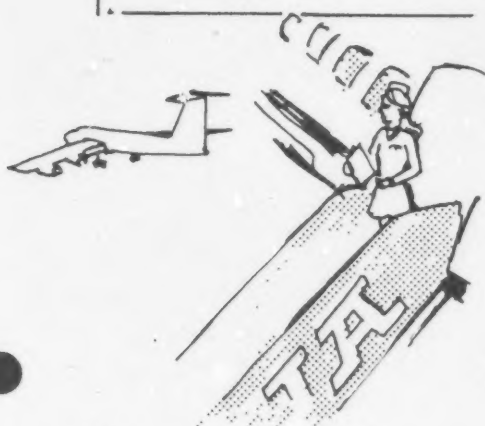
1. _____



2. _____



3. _____



4. _____



5. _____



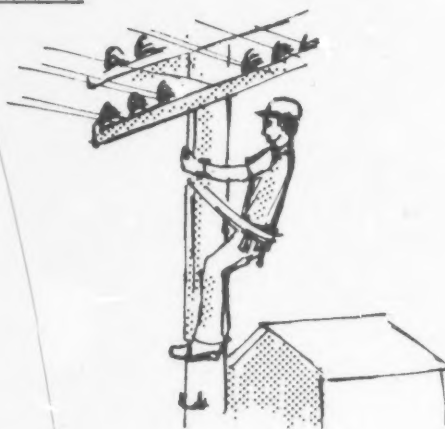
6. _____



7. _____



8. _____



9. _____

INSTRUCTOR INFORMATION SHEET AND KEY TO ACCOMPANY "TICKETS TO SUCCESS"

The following list indicates the skills required for each occupation. The underlined skill is the one most desirable and the answer shown on the key to Worksheet 19.

1. Dancer - Coordination to make precise movements with hands, arms, legs, body, etc; verbal ability to understand meanings of music.
2. Teacher - All; knowledge to attend college.
3. Cashier - Verbal ability to speak with customers; coordination to work register; numerical ability to deal with money.
4. Stewardess - Coordination to balance on the plane; knowledge (general); verbal ability to deal with people.
5. Doctor - All; knowledge to attend college.
6. Politician/public speaker - Knowledge of subject speaking about; verbal ability for communication.
7. House painter - Coordination on ladders; numerical ability to figure costs; color awareness to mix and match paints.
8. Artist - Coordination to handle brush; color awareness for pleasing products.
9. Telephone company employee - Coordination to climb poles, verbal ability to communicate with other workers and customers.

SKILLS WORKERS NEED

LESSON SIX

CONCEPTS

Some occupations require a highly specialized ability for success.

PERFORMANCE OBJECTIVE

Given specific skills, the learners will identify occupations which require a highly specialized ability and those which do not.

LESSON TIME

45 minutes

PREREQUISITE KNOWLEDGE

(Previous lesson)

Definitions of: abilities, knowledge, verbal ability, numerical ability, coordination and color awareness

RESOURCES REQUIRED

Worksheets *Recognizing Skills Required and Skills Workers Need*

Information sheet *Occupations and Skills Required*

Assessment item for Lesson 6

INSTRUCTOR PREPARATION TASKS

Duplicate one worksheet for each learner of *Recognizing Skills Required and Skills Workers Need*.

Duplicate one information sheet for each learner of *Occupations and Skills Required*.

Duplicate assessment item for Lesson 6 for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson we discussed skills that workers need to complete their tasks. Today, we will continue that discussion and look at a larger number of occupations.

Can someone identify the skills we discussed in the last lesson?

Desired response:

1. Knowledge
2. Verbal ability
3. Coordination
4. Color awareness
5. Numerical ability

That's correct. Previously we found that some occupations require a combination of skills. Some occupations require a high degree of one of the abilities. Looking at more occupations and the skills they require will prepare you for choosing an occupation based on the abilities you possess. It will help you choose the educational occupational preparation that will build the skills required for your chosen occupation.

TASKS

Distribute worksheet Recognizing Skills Required.

Here is another copy of the want ads you looked at in a previous lesson. Today we will use these again and each of you will review the want ad page. Pay particular attention to the abilities required by the employers.

If you find an ad that mentions a specific skill, circle the ad. Also, if you can tell by reading the ad or by the job title what ability is required, circle that ad also. Some want ads may mention what type of educational preparation is required. You may remember that certain types of preparation require certain abilities. For example, knowledge is related to your general learning ability. If a college degree is required, we can assume that the worker needs a high degree of knowledge, as well as verbal abilities.

Does anyone remember an occupation that requires a college degree?

Possible response:

1. Lawyer
2. Doctor
3. Teacher
4. Engineer

Yes, those are correct. Because they require college and because we have said that knowledge is related to school work, we can say that those occupations require a great deal of knowledge. Certain occupations may require the use of special tools, and that may require a high ability of coordination. Keep these things in mind as you review the want ad sheets, and circle the ads that require specific abilities.

Allow 15-20 minutes for this activity. Using the instructor key provided, correct the worksheet Recognizing Abilities Required with the class.

We will correct this worksheet together. As we do, circle any ads you missed that specify a skill. We will not grade this; it is only a practice sheet for you.

Raise your hand if you could identify the skill required for the job as an accountant.

Choose one learner to name the skill numerical ability.

Raise your hand if you could identify the skill required for the stewardess.

Choose one learner to name the skill verbal ability. Continue this line of questioning until all the ads have been covered, or until the instructor feels the learners have had an appropriate amount of practice time.

Instruct the learners to put the worksheet *Recognizing Abilities Required in their folders*. Distribute worksheet *Abilities Workers Need* to each learner.

Let's see how much you can remember. Here is a worksheet with the five skills listed. Write the names of at least two occupations that require a high degree of each ability. Think about the want ads we've just discussed, some of the discussions we've had in class, and other pages of your booklet you've completed to identify occupations which require each skill.

Allow 7-10 minutes for this activity. If necessary, circulate to give assistance in spelling.

Distribute the learner information sheet entitled *Occupations and Abilities Required*.

Here is an information sheet. Check your worksheet to see that you have identified occupations for each ability. If you wrote an occupation and it is not listed on this paper, raise your hand and I'll tell you if it is correct.

Allow 5 minutes for this activity, circulating and giving assistance where needed.

SUMMARY

Now, you have had practice in recognizing the different types of abilities and have identified occupations which require high degrees of each ability. This information will help you understand the importance of

school. School teaches you many of the skills and abilities you will need in your chosen occupation. Knowing the abilities required in your chosen occupation will help you decide in which areas you should try to improve. This information, along with the worksheets and papers you have on types of occupational preparation, will become chapters 1 and 2 of your booklet. In our next lesson we will begin chapter 3 of our booklets, and we will learn about another factor to consider when choosing an occupation.

ASSESSMENT PROCEDURES

DESCRIPTION

Three items are used to assess achievement of the objective.

DIRECTIONS

The learners will read each item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

1. a
2. d
3. a-2
b-1
c-3
d-4

Name _____

Date _____

Lesson 6

ASSESSMENT ITEM

1. A high degree of verbal skill is necessary for a

- a. Lawyer
- b. Painter
- c. Mechanic
- d. Seamstress

2. Physical coordination is LEAST necessary for a

- a. Cook
- b. Barber
- c. Photographer
- d. TV announcer

3. Match the skill in Column A with the occupation in Column B that requires a high degree of that skill.

Column A

- ___ a. Verbal ability
- ___ b. Numerical ability
- ___ c. Knowledge
- ___ d. Color Awareness

Column B

- 1. Cashier
- 2. Actress
- 3. Surgeon
- 4. Decorator

RECOGNIZING SKILLS REQUIRED

Lesson 6

THE DAILY NEWS

MORNING EDITION

HELP WANTED

SECTION G PAGE 1

ACCOUNTANT

With manufacturing firm
H. S. grad. or 2-3 yrs
exp. or education. Dut-
ies include ledge and
cost accounting; \$5,000
-yr to start. Call 963-
7184 for app't.

AIRLINE STEWARDESSES

Meet interesting people
travel. H.S.grad, 20-26
yrs old. Neat, attract-
ive get along well with
people. Start \$8000 Ap-
ply North Airlines.

ARCHITECTS

DESIGN, PLAN, DRAW DE-
SIGNS FOR HOMES, APTS.,
INDUSTRIAL PARKS. EXP.
REQUIRED, COLLEGE GRAD.
\$7,000 TO START, APPLY
WESTERN & SMITH, INC.

ADVERTISING COPYWRITER
Large Co. needs person
to write newspaper ads,
trade journals and cat-
alogues. Journalism ma-
jor prfd, will consider
English major. MU9-2883

BANK CLERKS

WILL TRAIN
H.S. grad. Union Bank

BANK OFFICER

Man interested in man-
agement position. Col-
lege grad with fiare
for figures. Call 765-
8901.

BEAUTICIAN

Trainee, recent Trade
Sch. grad. \$90 per wk.
New shop. Phone Mr. Ric
373-6008.

BOOKKEEPER- MAKE \$\$

H.S. GRAD. WITH KNOW-
LEDGE OF NUMBERS, TYP-
ING HELPFUL. CALL MR.
WINTERS 987-6872.

CASHIER

Good pay, Co. benefits.
Take customer payments,
bank deposits 40 hr/wk.
Female preferred. Call
737-0872

DENTIST

Mem. Hosp. Adv. College
training and 2 yrs exp.
Apply Personnel Dept.

DRAFTSMAN WANTED

IMMED. OPENING, 2 YRS
VOC. ED. EXPERIENCE.
MATH APTITUDE, CALL MR.
JENKINS 963-5042.

ELECTRICIANS

Take recent H.S. grad
to begin O.J.T. Start
\$60 per wk. Call Mr.
Franklin MU 7-7371.

ENGINEER-ENGINEER

Review and evaluate cur-
rent product designs.
Coll. grad. Know mil-
itary specifications.
Snd letter to Precision
Co., 4 Lombard Lane
Middlefield.

NEED IMMEDIATELY

FARM HANDS

H.S. grad. handy with
equipment. Write Box 72
The Daily News.

FBI AGENTS

MEN OR WOMEN. MUST PASS
CIVIL SERVICE TEST, 14
WKS. TRAINING AT FBI
HEADQUARTERS, WRITE FBI
WASHINGTON, D.C.

INSTRUMENT REPAIR

Growing field-must have
trade sch. certif. Ap-
ply Gas & Electric Co.

LIBRARIANS

COLLEGE GRAD. ENJOY RE-
SEARCH \$5500-\$10,000.
CALL 763-7921

MERCHANDISER-BUYER

H.S. grad w/2yrs retail
exp or formal training.
Miss Mary Personnel
Dept. Dress Shoppe.

MECHANIC

Gd. oppty. Previous exp
not req. but need Trade
or Tech. School certif.
Interviews 10-4, 16 Ash
Street

PERSONNEL WORKER

COLL. GRAD. POISE, ABIL-
ITY TO DEAL WITH PEOPLE
425/MO TO START. SECTION
AGENCY.

POLICEMEN/WOMEN

H.S. grad. 6 mo. train-
ing program. Finest po-
lice dept serving large
city. Write Solano Co.
P.O. Box 73

P.L.U.M.B.E.R.

Ability to estimate
plumbing and heating.
Start \$10,000, if you
have 4yrs exp Call 756-
0098

PROFESSIONAL ARTIST

Good eye for color bal-
ance, detail; creative.
H.S. diploma, 2 yrs.
trade sch or O.J.T. exp

SALES

Will train. Start \$50
per week. Raise after
training-Mollies Crafts
92 Center Street

SECRETARY - LEGAL

Go. oppty for qualified
secretary with 2yrs le-
gal sec. training, \$100
per week. Call JA 8932.

** TEACHERS **

CERTIFIED ONLY. CALL TR
1-9465

TELEPHONE INSTALLER

H.S. GRAD. DRIVERS LI-
CENSE REQ. WILL TRAIN.
SEE MR. JAY, MOUNTAIN
TELEPHONE CO.

VETERINARIAN

Exp. Vet. w/degree - in
cases, acceptable with
less than 4 yrs. coll.
Work with large and
small animals. CALL MI
4-3298.

WELDERS

Trade school certif. or
will train. Call 972-
0012.

KEY
RECOGNIZING SKILLS REQUIRED
THE DAILY NEWS

N = Numerical
K = Knowledge
V = Verbal
CL = Color awareness
CO = Coordination

MORNING EDITION

HELP WANTED

SECTION G PAGE 1

ACCOUNTANT (N)

With manufacturing firm
H. S. grad. or 2-3 yrs
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ies include ledge and
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yrs old. Neat, attract-
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SIGNS FOR HOMES, APTS.,
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English major. MU9-2883

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WILL TRAIN

H.S. grad. Union Bank

BANK OFFICER (N)

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for figures. Call 765-
8901.

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Sch. grad. \$90 per wk.
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373-6008.

BOOKKEEPER- MAKE \$5 (N)
H.S. GRAD. WITH KNOW-
LEDGE OF NUMBERS. TYP-
ING HELPFUL. CALL MR.
WINTERS 987-6872.

CASHIER (N)

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Take customer payments,
bank deposits 40 hr/wk.
Female preferred. Call
737-0872

DENTIST (K)

Mem. Hosp. Adv. College
training and 2 yrs exp.
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VOC. ED. EXPERIENCE.
MATH APTITUDE. CALL MR.
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ELECTRICIANS CO,CL

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Coll. grad. Know mil-
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Middlefield.

NEED IMMEDIATELY

FARM HANDS

H.S. grad. handy with
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The Daily News.

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HEADQUARTERS. WRITE FBI
WASHINGTON, D.C.

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Growing field-must have
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COLL. GRAD. POISE, ABIL-
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AGENCY.

POLICEMEN/WOMEN (K)

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city. Write Solano Co.
P.O. Box 73

P.L.U.M.B.E.R (N)

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SALES (V)

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**** TEACHERS **** (K)

CERTIFIED ONLY. CALL TR
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SEE MR. JAY, MOUNTAIN
TELEPHONE CO.

VETERINARIAN (K)

Exp. Vet. w/degree - in
cases, acceptable with
less than 4 yrs. coll.
Work with large and
small animals. CALL MI
4-3298.

WELDERS (CO)

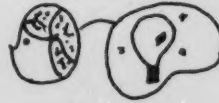
Trade school certif. or
will train. Call 972-
0012.

SKILLS WORKERS NEED

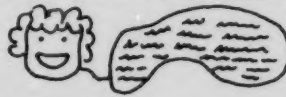
Lesson 6

Directions: Write the names of the occupations that require a high degree of the skill listed in each box.

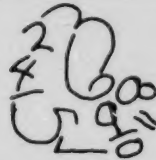
KNOWLEDGE



VERBAL



NUMERICAL



COORDINATION



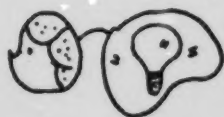
COLOR AWARENESS



OCCUPATIONS AND SKILLS REQUIRED

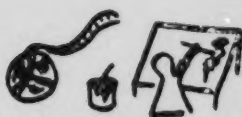
A large number of workers in these occupations have a high degree of the ability listed.

KNOWLEDGE:



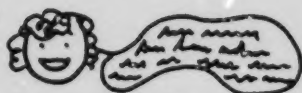
Lawyer, principal, accountant, writer, medical and veterinary services, F.B.I. agent, librarian, restaurant manager, historian, actor, administrator, inspector, parole officer, clergyman,

COLOR AWARENESS:



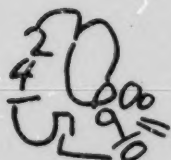
Photographer, artist, merchandiser-buyer, landscaper, sign writer, camera-man, beautician, designers of: clothing, toys, jewelry, fishing lures, floral arrangements

VERBAL:



Air traffic controller, casting director, parole officer, clergyman, stewardess, sales personnel, reporter, editor, script writer, comedian, lawyer, actor, writer, accountant

NUMERICAL:



Loan officer, cashier, accountant, budget consultant, historian, chemist, surveyor, bookkeeper

COORDINATION:



Tailor, cook, engraver, mechanic, key punch operator, secretary, dancer, locksmith, craftsman, architect,

HOW I SEE MYSELF

LESSON SEVEN

CONCEPTS

Learners will evaluate their personal abilities and list occupations related to these abilities.

PERFORMANCE OBJECTIVE

Given a list of skills, the learner will identify those which he possesses to a high degree and then list two related occupations.

LESSON TIME

40 minutes

RESOURCES REQUIRED

Answer sheet *Identifying My Skills*

Worksheet *Choosing Occupations to Fit My Skills*

Assessment item for Lesson 7

INSTRUCTOR PREPARATION TASKS

Duplicate answer sheet *Identifying My Skills*

Duplicate *Choosing Occupations to Fit My Skills*

Duplicate assessment item for Lesson 7

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the past few lessons we identified skills which certain occupations require for success. Today you will identify the skills you feel you possess and identify occupations which relate to your abilities. This will help make you more aware of occupations and factors related to success in these occupations. What are the abilities we have identified?

Desired responses:

1. Knowledge
2. Verbal ability
3. Numerical ability
4. Color awareness
5. Coordination

Let's review the definitions for each of these again.
How do we define knowledge?

Desired response: General learning ability

How do we define verbal ability?

Desired response:

Understanding and presenting clearly the meanings of words and ideas.

How do we define numerical ability?

Desired response:

Accurately and quickly performing arithmetic operations.

How do we define color awareness?

Desired response: Use, choice of colors

How do we define coordination?

Desired response: Precise movements with hands,
eyes, fingers

That's right.

TASKS

In a few moments you will be asked to answer yes or no to twenty statements. I'll distribute the answer page. It is folded in half; please do not turn it over until we have finished.

Distribute folded answer sheet so scoring procedures are not visible to the learners.

Listen carefully as I read each statement, and then check your response in the answer column. There are no right or wrong answers, so respond to each statement as honestly as you can. Remember, indicate how you feel about each statement. This is not graded and any answer is correct. If your neighbor's answer is different from yours, both of you are correct because you both feel differently about the statement. Listen to the statement. If it is true for you and if you agree with it, put a check mark in the "yes" column. If it is not true for you or if you disagree with it, put a check mark in the "no" column.

The instructor reads each of the following sentences, pausing after each for learners to record their responses.

1. I like to meet new people.
2. I find it hard to talk in front of the class.
3. People often don't understand what I'm telling them.
4. I write good stories.
5. School work is fairly easy for me.
6. I forget most of what I learn.
7. Learning new things is fun.
8. I can get good grades if I want to.
9. I don't like to do math problems.
10. School is the only place I use arithmetic skills.

11. Math is easy for me.
12. Work problems in math are difficult.
13. I like to decorate my room.
14. The sky is colorful.
15. I like to use many different colors.
16. I don't like to color my pictures.
17. I am good at sports.
18. I am good at batting a ball.
19. My writing looks messy.
20. Threading a needle is easy.

Now open your paper so you can see the whole page. Column one shows the response you would have made if you felt you had the ability identified with the task.

The instructor should use the master answer sheet, Identifying My Skills, and prepare a transparency to use during the explanation of the scoring procedures.

If your check mark is under the heading stated in column one, then put a plus mark in column two. For example, if you marked "yes" and if column one says "yes," then put a plus mark in column two. If you marked "yes" and if column one says "no," then put a zero in column two. A zero does not mean that it is wrong. The zero just means you did not feel you had that ability. Remember, there are no right or wrong answers, so do not feel badly if you have several zeros. If your mark agrees with what is stated in column one, you get a plus mark; if it does not agree, put a zero. Do this with each of the twenty answers.

After having completed column two, count all the plus marks for each group and write this number after the word identifying the ability. The most you can have in any category is four. The area in which you feel you have a high ability will be the area on your paper with the highest number. You may feel you possess more than one ability.

We'll put these folders in our booklets when we are finished. For now, keep them on your desks.

Distribute, Choosing Occupations to Fit My Skills.

Here is another page of your booklet. Use your answer sheet and record the abilities you identified. Then list occupations that relate to these abilities. You may look through the pages in your folder for information

relating to occupations and the abilities they require if you cannot think of any. Then illustrate in the boxes a worker performing the tasks of each occupation you mentioned.

Circulate and give assistance to those learners who may need it. Provide additional paper if needed.

SUMMARY

Now you've had a chance to identify your skills. How many of you identified abilities you did not realize you had?

Call on several learners to share the information they gathered.

The information you identified should help you understand yourself a little more than you do. We have seen that not all of us have the same abilities. Knowing this will help you get along with others better. When a task needs to be done, you'll be able to choose the parts of the task that are related to your skills. Recognizing what abilities you have will help you plan for your future.

Now that we have completed the second chapter of our booklet, we are ready to begin the next chapter. The third chapter deals with our interests and how they are related to occupational success.

SUPPLEMENTAL ACTIVITIES

The learners will write a story that describes how the personal skill they identified is used in an occupation.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will circulate to each learner while he is completing a page of his book and ask each learner to name the skill and two related occupations he identified for him/herself.

DIRECTIONS

The instructor may use the *Instructor Interview Form* and record the learners' responses to the following questions:

- a. Which skill from the list we discussed do you feel you possess?
- b. Name two occupations that require a high degree of the skill you named.

KEY

Instructor satisfaction

Lesson 7

[illegible]

ANSWER SHEET: IDENTIFYING MY SKILLS

	YES	NO	1	2	3
1.			Yes		Verbal= _____
2.			No		
3.			No		
4.			Yes		
5.			Yes		Knowledge= _____
6.			No		
7.			Yes		
8.			No		
9.			No		Numerical= _____
10.			No		
11.			Yes		
12.			No		
13.			Yes		Color Awareness= _____
14.			Yes		
15.			Yes		
16.			No		Coordination= _____
17.			Yes		
18.			Yes		
19.			No		
20.			Yes		

CHOOSING OCCUPATIONS TO FIT MY SKILLS

I scored highest in _____

Two occupations related to these skills are _____

and _____

Illustrate a worker performing the tasks in each occupation you listed.



IDENTIFICATION OF INTEREST FACTORS

LESSON EIGHT

CONCEPTS

Learners will identify five pairs of interest factors.

PERFORMANCE OBJECTIVE

Given a list of interest factors, the learner will identify the opposite interest factor for each.

LESSON TIME

30 minutes

NEW VOCABULARY

Interest Factors - preferences for certain types of work activities or experiences

Routine - tasks that do not change much from day to day, regular, organized

Creativity - ability to make or produce something through imaginative skills

Science/technology - special subject area problem solving

Processes - changes going on slowly that lead to a finished product

Services - occupations involving business contact with people

RESOURCES REQUIRED

Chart paper

Sample chart *Five Pairs of Interest Factors*

Worksheet *Identifying Interest Factors*

Game cards

Straight pins

Assessment item for Lesson 8

INSTRUCTOR PREPARATION TASKS

Make chart *Five Pairs of Interest Factors*.

Duplicate worksheet *Identifying Interest Factors*.

Duplicate game cards (one copy for every ten members of the class).

Cut game cards.

Acquire straight pins.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Today we will begin chapter three of our booklet. This chapter will involve identification of interest factors. *Interest factors* are defined as preferences for certain types of work activities or experiences.

In chapter one we learned about the types of educational occupational preparation. In chapter two we learned about the abilities necessary to successfully perform certain occupational tasks.

These two things, along with the information you will receive on interest factors, will give you background information for choosing an occupation suited to your education, abilities, and interests. Your interests have an effect on almost everything you do. Your interests are closely related to your school work. You may do better in one subject area because you "like" it better. Your likes and dislikes affect other areas of your life as well.

What are some of the things in which you are interested?

Possible responses:

1. Sports; participation, and viewing
2. Sewing
3. Crafts
4. Motor bikes
5. Crossword puzzles
6. Reading
7. Math
8. Other "hobbies"

Have you thought of why you enjoy these things? Is it because you like to work with machinery? Maybe you enjoy the recognition you receive when other people appreciate your work. Or, maybe you feel pride in yourself for completing a project. These are the things we will talk about in our discussion of interest factors.

TASKS

Place in view of the learner the chart entitled Five Pairs of Interest Factors.

This chart identifies the five pairs of interest factors. Can anyone remember how interest factors were defined?

Desired response: Preference for certain types of work activities or experiences

If this is not clear to the learners, the instructor should restate the definition for them.

Explain the following to the learners:

The interest factors are grouped into pairs. A positive preference for one factor of a pair also implies a rejection of the other factor of that pair. The pairs are grouped by combining opposites.

What is the first pair of interest factors listed on the chart?

Desired responses: Working with things or objects,
and working with people or
ideas

The first item in the pair, working with things or objects, implies the use of small tools, equipment, and small machinery. But the second item in the pair refers to working with ideas and/or people. In this area, the occupational tasks may involve communicating your translating words from one language to another.

Raise your hand if you think you'd prefer activities that relate to the first item in the pair.

Raise your hand if you think you'd prefer the second one.

Now look at the second pair of interest factors. Both factors are concerned with solving problems. The difference between the two is how they solve the problems. The first one refers to activities involving contact with other people. This contact would be in a business manner. Many of the occupations that fall in this category are the occupations that offer services, assistance or products to other people. In this area the problems of people and their products are solved by repairing or assisting the people or products.

The second item in the pair refers to activities of a scientific or technical nature. In these occupations, the workers would be trained in a special subject area. Much of their work is problem solving. Contact with other people is considerably less than in the service related occupations we just mentioned. The scientist or technician solves problems by studying and researching them, and then reaching solutions through experimentation.

Can someone think of activities that involve contact with other people?

Possible responses: Clubs, scouts, games

What "services" do these activities perform?

Possible responses:

1. Clubs give people things to do; certain clubs help the town by cleaning it, raising money for parks, etc.
2. Scouting teaches children citizenship, crafts, etc.
3. Scouts do things to help the town.
4. Games give children things to do; they teach how to get along; some teach skills in math, spelling, etc.

What are activities that could be considered scientific or technical?

Possible responses:

1. Working math problems
2. Doing experiments in science
3. Learning about animals, nature, etc.

What is the third pair of interest factors?

Desired response:

Routine vs. creativity.

The first item in the pair, *routine* refers to those occupations whose tasks do not change much from day to day. The worker follows the similar occupational tasks daily.

The opposite item in the pair is *creativity*. This means the ability to make or produce something through your imagination. The ideas would come from your own head. Unlike these in routine, the occupational tasks that fall under creativity would not be organized in a set pattern. They would occur as the ideas were developed by the worker.

Can someone think of situations at school that can be classified as routine?

Possible responses:

1. The time schedule
2. How to work math problems
3. Writing a paragraph in correct form

What are some creative situations that may occur at school?

Possible responses:

1. Making up a dance to a record
2. Drawing a picture
3. Writing a story
4. Modeling with clay

Now look at the third set of interest factors. What are they?

Desired response: Helping people vs. working with machines or processes.

What other interest pair does this sound like?

Desired response: The first one - working with things/ objects vs people and ideas

It does sound like the first one but there is a difference. The occupations in the category of helping people are those that help people for their own good or welfare. The first one, on the other hand, dealt with communicating ideas to people. This one deals with doing things to help people's lives.

The opposite pair of helping people would be working with machines or processes to keep them operating or to improve them. This interest factor is related to the first one we mentioned, dealing with things or objects. But, this one is more related to the processes of large machinery. *Processes* are changes going on slowly that lead to a finished product. For example, making paper from wood or making fabric from cotton are processes.

What is the last pair of interest factors?

Desired response: Recognition from others vs. pride in finished products.

This pair of factors has to do with feelings. The first one deals with receiving recognition or praise from others. The second one deals with the pride you feel for yourself because you have completed a product or an object of some sort.

We will spend a few moments practicing recognizing the factors that go together.

Distribute worksheet entitled Identifying Interest Factors. Remove the chart from the learner's view.

Here is a worksheet we will work as a group. Look at the factor listed on the left side of the paper. Draw a line to the one that it should be paired with. Remember, its mate is the opposite interest factor.

Look at the first factor listed in the left column. Raise your hand if you think you know what its mate is.

Ask a learner to identify the correct response.

Desired response: People and ideas

If the correct response is not given, it will be necessary for the instructor to review the definition of each interest factor.

That is correct, so draw your line to connect the two factors, things and objects with people and ideas.

The next factor is Services. What do we mean by that?

Desired response: Activities involving contact with other people by giving assistance or repair to them or their products.

What is the mate for Services?

Desired response: Scientific/technology

That's correct. What do we mean by Scientific?

Desired response: Printed material rather than business contact with people

The scientist or technician solves problems by studying and researching them and then reaching solutions through experimentation. Draw your line to connect the two factors, Services with Scientific/technology.

Continue the same type of questioning for the remaining three pairs of interest factors, instructing the learners to draw a line to match the pairs.

Put your worksheet in your folder. We are going to practice what we've learned by playing a short game.

Distribute one game card, face down, and one straight pin to each learner.

SUMMARY

We'll review what we've learned by playing a game. Each of you have a game card. When I say begin you will look at your card, which names one interest factor, and pin it on yourself. Then, without speaking, move around the room until you find the person wearing the card that completes the pair. Then the two of you will sit down. When I say stop, sit down in the closest chair even if you have not found your partner.

If there is an odd number playing, ask one child to help you judge the results.

Ready, begin.

Allow five minutes for this activity.

Now, stop.

Come to the front of the room if you did not find your partner.

Instruct the learners to choose their partner from those standing. If there is no partner, then someone seated is mismatched. Instruct each pair to stand and have the class raise their hands if they are matched correctly. When the mismatched pair is identified, have them come to the front of the room and locate their correct partners. Continue this procedure until all pairs are correctly matched.

Now you have learned five pairs of interest factors. You have identified these factors as opposites. Usually an occupation cannot have the characteristics of both factors; usually an occupation will fit with one or the other.

In our next lesson we will relate these interest factors to occupations. This information will give you one more way of looking at occupations. Understanding the types of work activities involved in occupations will give you more information about which occupations you would prefer.

ASSESSMENT PROCEDURES

DESCRIPTION

The learner's achievement of the objective is assessed by a matching item.

DIRECTIONS

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

1-d, 2-a, 3-c, 4-b, 5-e

Name _____

Date _____

Lesson 8

ASSESSMENT ITEM

Match the interest factor in Column A with its opposite factor in Column B.

Column A

- a. Working with things and objects
- b. Working with people to help them
- c. Business contact with people (services)
- d. Activities of a routine, organized nature
- e. Activities resulting in recognition and prestige from others

Column B

- ___ 1. Activities that are creative, varied
- ___ 2. Activities dealing with people and ideas
- ___ 3. Working with scientific and technical data
- ___ 4. Activities dealing with repairing or building machines
- ___ 5. Working for self-satisfaction in project completion (pride)

FIVE PAIRS OF INTEREST FACTORS
(SAMPLE CHART)

working with
THINGS or OBJECTS

working with
PEOPLE or IDEAS

activities involving
contact with people
SERVICES

activities involving
contact with printed material
SCIENTIFIC/TECHNOLOGY

activities that follow
a ROUTINE

activities involving
CREATIVITY

working to
HELP OTHER PEOPLE

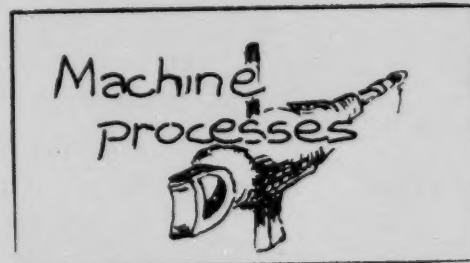
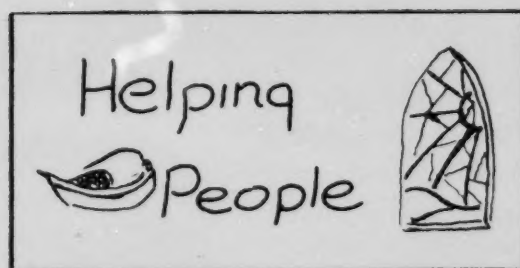
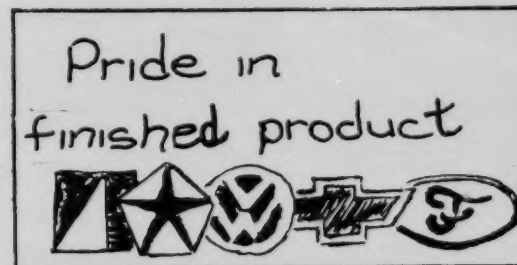
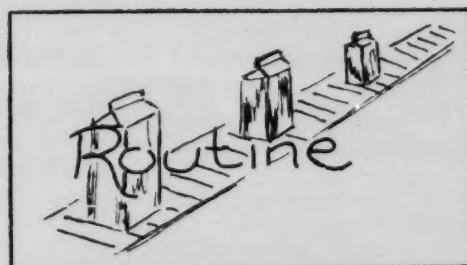
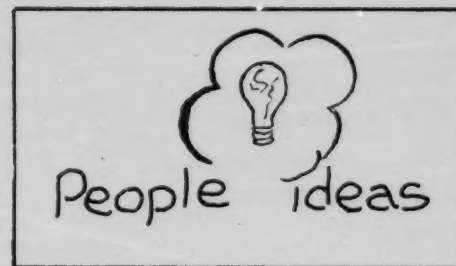
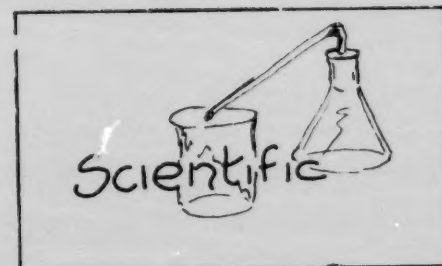
working to
HELP MACHINES, PROCESSES

activities that result in
RECOGNITION FROM OTHERS

activities that result in
PRIDE IN FINISHED PRODUCT

Directions: Draw a line from the interest factor listed in the left hand column to its opposite factor in the right hand column.

IDENTIFYING INTEREST FACTORS



THINGS OBJECTS	PEOPLE IDEAS
SERVICES	SCIENTIFIC TECHNICAL
ROUTINE	CREATIVE
HELPING PEOPLE	MACHINES PROCESSES
RECOGNITION	PRIDE

IDENTIFICATION OF OCCUPATIONS RELATED TO INTEREST FACTORS

LESSON NINE

CONCEPTS

Learners will identify occupations which relate to each interest factor.

PERFORMANCE OBJECTIVE

Given pairs of contrasting interest factors, the learner will identify two contrasting occupations for each pair.

LESSON TIME

40 minutes

PREREQUISITE KNOWLEDGE

(Previous lesson)
Knowledge of interest factors

RESOURCES REQUIRED

Worksheets *Following Interesting Paths, Occupations Relating to Interest Factors, and Identifying Occupations*

Assessment item for Lesson 9

INSTRUCTOR PREPARATION TASKS

Duplicate worksheets *Following Interesting Paths, Occupations Relating to Interest Factors, Identifying Occupations.*

Review instructor information sheet *Occupations Relating to Interests.*

Duplicate assessment items for Lesson 9.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Previously, we learned five pairs of interest factors. A pair consisted of two opposite factors. Today we'll relate these interest factors to occupations. This will give you interesting information about occupations and why some workers choose the jobs they do. When it is your choice, you'll have one more way of looking at occupations. What other ways have we learned to look at occupations?

Desired response: The training and education required and the abilities needed to perform successfully

In addition, we'll look at the interest of workers in certain occupations.

TASKS

Distribute, Following Interesting Paths and Occupations Relating to Interest Factors, to each learner.

Here are two worksheets. Look at the maze first. There are five starting points, each identified by an interest factor. There are three numbers next to each starting point. As you follow the path, be sure to pass through each number listed. These numbers refer to the occupations listed on the second worksheet. You will know you have followed the correct path if you end at the interest factor that names the opposite factor to the one you

begin with. You may not cross lines on the maze.

After you've found the five paths and colored them in, go to the second worksheet.

Let's look at it now.

Using the letters A, B, C-J, identify the interest factor for each occupation. The numbers before the occupations refer to the same numbers on the maze. For example, if you began with recognition, and passed through numbers 5, 10, 17, you should have ended at pride, numbers 13, 22, 29. The occupations numbered 14, 22, 29, are related to pride. The occupations numbered 5, 10, 17 are related to recognition.

If there are no questions, begin working.

The instructor should circulate, giving assistance when needed. Allow 20 - 25 minutes for this activity.

We will correct these papers together. Where did the path that began with things and objects end?

Desired response: People and ideas

Where did the path that began with routine end?

Desired response: Creativity

Where did the path that began with services end?

Desired response: Scientific/technology

Where did the path that began with recognition end?

Desired response: Pride

Where did the path that began with helping people end?

Desired response: Machines, processes

These are correct. Now look at the second worksheet entitled *Occupations Relating to Interest Factors*.

The instructor should use the key provided and correct this worksheet in class, allowing the learners to make the corrections necessary on their papers.

Instruct the learners to put these worksheets in their folders. Distribute worksheet entitled, *Identifying Occupations*.

Here is another worksheet. This one is entitled *Identifying Occupations*. Under each factor, list an occupation related to the factor. Try to do this without looking at your folder. If you have difficulty, you may use the pages in your folder to help you.

Allow 5 minutes for this activity.

SUMMARY

You have had the opportunity to identify occupations that relate to each interest factor. What were some of the occupations you identified for Things and Objects?

Possible responses:

- | | |
|-----------------------|--------------------------|
| 1. Fruit inspector | 7. Machine tool operator |
| 2. Phone installer | 8. Shoe repairman |
| 3. Bookbinder | 9. Auto mechanic |
| 4. Title setter | 10. Forester |
| 5. Routeman | 11. Meat cutter |
| 6. Tool and die maker | |

What were some of the occupations you identified for People and Ideas?

Possible responses:

- | | |
|---------------------|-----------------------|
| 1. Lawyer | 5. Scientist |
| 2. Model | 6. Translator |
| 3. Script editor | 7. Advertising worker |
| 4. Environmentalist | |

What were some of the occupations you identified for Services?

Possible responses:

- | | |
|-------------|-----------------------|
| 1. Barber | 7. Firefighter |
| 2. Cook | 8. Telephone operator |
| 3. Chef | 9. Cashier |
| 4. Waiter | 10. Secretary |
| 5. Guard | 11. Delivery services |
| 6. Watchman | 12. Sales personnel |

What were some of the occupations you identified for Scientific and Technology?

Possible responses:

- | | |
|------------------|------------------------|
| 1. Surgeon | 6. Draftsman |
| 2. Veterinarian | 7. Computer programmer |
| 3. Astronomer | 8. Engineer |
| 4. Chemist | 9. Pharmacist |
| 5. Mathematician | |

What were some of the occupations you identified for Routine?

Possible responses:

- | | |
|-------------------|---------------------------------|
| 1. Typist | 5. Shipping and receiving clerk |
| 2. Animal trainer | 6. File clerk |
| 3. Machine tender | 7. Store clerk |
| 4. Custodian | |

What were some of the jobs you identified as Creative?

Possible responses:

- | | |
|----------------------|------------------------|
| 1. Interior designer | 4. Artist |
| 2. Decorator | 5. Sculptor |
| 3. Book writer | 6. Dance choreographer |

What were some of the occupations you identified as Helping People?

Possible responses:

- | | |
|-------------------|-------------------------|
| 1. Teacher | 5. Social worker |
| 2. Counselor | 6. Employment counselor |
| 3. Nurse | 7. Clergyman |
| 4. Flight trainer | |

What were some of the occupations you identified for Machines and Processes?

Possible responses:

- | | |
|-----------------------------|-----------------------------|
| 1. Photographer | 5. Locomotive engineer |
| 2. Typesetter | 6. Electrician |
| 3. Auto test driver | 7. Heavy equipment operator |
| 4. Radio and TV transmitter | |

What were some of the occupations you identified for Recognition?

Possible responses:

- | | |
|---------------------|------------------|
| 1. Entertainer | 5. News reporter |
| 2. Comedian | 6. Actor |
| 3. Circus performer | 7. Actress |
| 4. Radio announcer | |

What were some of the occupations you identified for Pride?

Possible responses:

- | | |
|--------------------------------|--------------|
| 1. Costumer | 5. Gardener |
| 2. Tailor | 6. Architect |
| 3. Dressmaker | 7. Artist |
| 4. Animal farmer
and raiser | |

As you have seen, there are many occupations that relate to each interest factor. It is also possible for an occupation to relate to more than one area. Can anyone think of an occupations that fits more than one interest area?

Possible responses:

1. Artist - Creativity and pride
2. Clergyman - People and ideas, and helping people
3. Secretary - Routine and services
4. Auto Mechanic - Services, things and objects, and machines and processes

Those are all correct. We could think of many more. As you see occupations at work, think about what we have learned and try to identify the interest factor related to the occupation.

Soon you'll be given a chance to identify the interest factors in which you are interested and relate them to occupations. This information will help you choose activities that may be enjoyable to you. Relating interests to occupations will help you when it comes time for you to make a choice about occupations in which you are likely to succeed.

SUPPLEMENTAL ACTIVITIES

The learner will compile a list of occupations relating to each interest factor. The yellow pages of the local telephone directory may be used. The following is a sample listing from the yellow pages of the occupational categories and job specializations as they relate to the interest factors.

- Aircraft - Testing: Scientific/technology
Rental, leasing: services
Equipment, supplies: things, objects
Schools: helping people
Manufacture: machine, processes
- Jewelry - Jewelers: services
Appraisers: people, ideas
Designers: creativity, pride
Manufacturers: machines, processes
Repair: things, objects, services

ASSESSMENT PROCEDURES

DESCRIPTION

The learners will write the name of an occupation related to each interest factor.

DIRECTIONS

The learners will read the item and record an occupation related to each interest factor. Assistance with vocabulary may be given by the instructor.

KEY

Individual learner response/instructor satisfaction

Things, ideas, 1, 8, 16

to occupations on the next page.

Recognition 5, 10, 17

people,
ideas
13, 21, 27

pride
14, 22, 29

creative
12, 25, 28

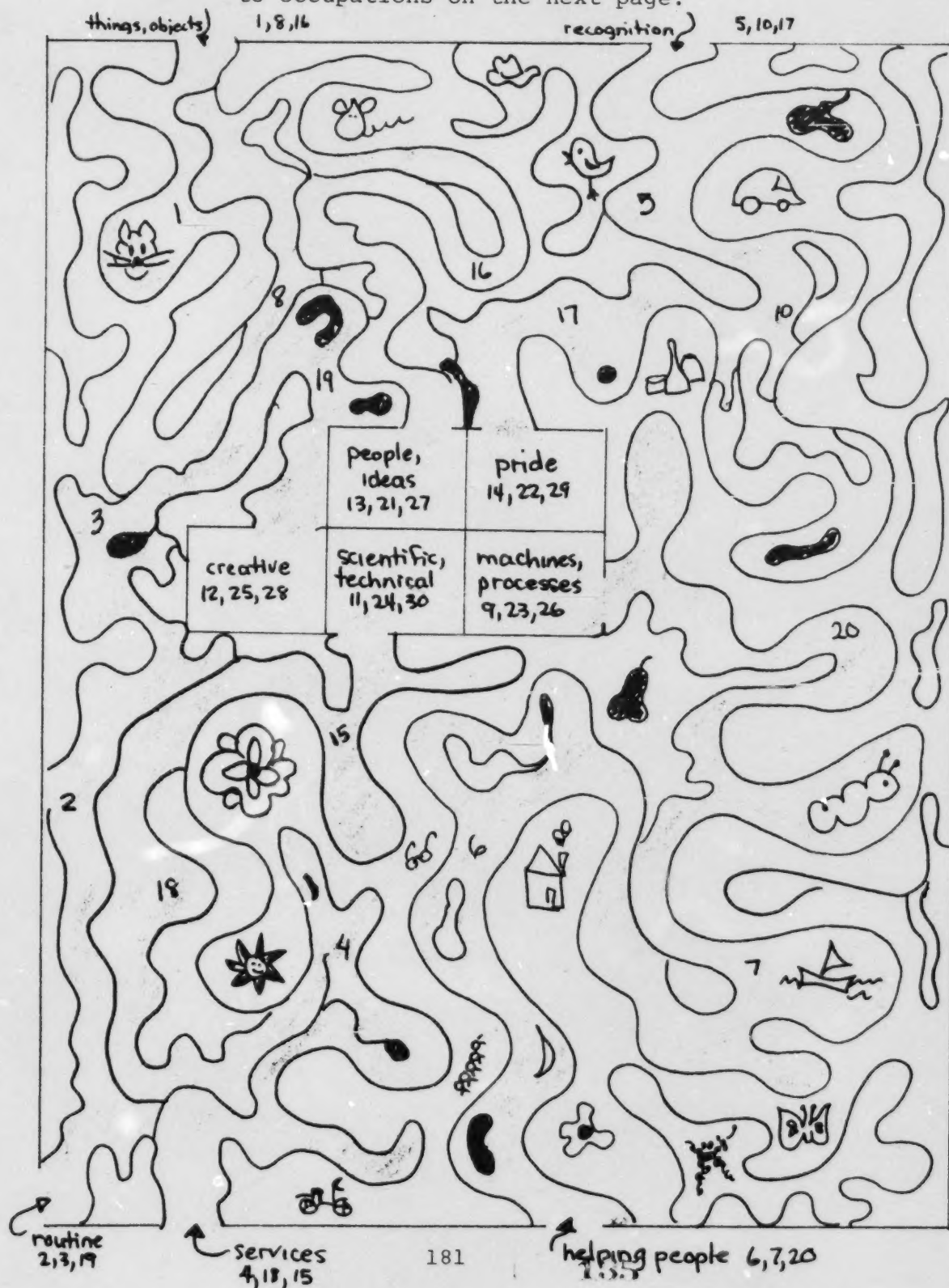
scientific,
technical
11, 24, 30

machines,
processes
9, 23, 26

21

Following Interesting Paths...

Directions: Follow the maze for each interest factor until you reach the center and identify the contrasting interest factor. Be sure to pass through the numbers listed next to the factor at the starting point. The numbers refer to occupations on the next page.



Name _____

Date _____

ASSESSMENT ITEM

Lesson 9

Name one occupation characteristic of each factor in the following five pairs of interest factors.

- a. Working with things or objects - Working with people or ideas

_____	_____
_____	_____

- b. Business contact with people (services) - Working with scientific or technical data

_____	_____
_____	_____

- c. Activities that are part of a set routine - Activities that are creative or varied

_____	_____
_____	_____

- d. Working with people to help them - Repairing or building, maintaining machines

_____	_____
_____	_____

- e. Activities resulting in recognition and prestige from others - Working for self-satisfaction in product completion (pride)

_____	_____
_____	_____

OCCUPATIONS RELATING TO INTERESTS *

things/objects	people/ideas
accounting, auditing, sorting, inspecting, craftsmanship, percision working, signaling & related work, drafting, material analysis, setup & adjustment of machines, scientific research, transportation service work	modeling legal & related work musical work, creative translating, editing
services	scientific/technology
contract negotiating, business training, supervisory work, consultative & business service interview, information gathering title & contract service scheduling dispatching, secretarial, paying & receiving, cashiering, classifying, filing, stenographic, beautician & barber, switchboard, industrial training, investigating, protecting, promotion & publicity, purchase & sales work, delivery, personal ser- vice work, ushering, messenger.	corresponding, social science, psychological research, engineering, research & design, technical writing, appraising & investigating, mathematics, surgery, medical & veterinarian.
routine	creativity
computing, typing, recording, animal training & care, feeding, handling machines, tending machines	decorating, art work, creative writing
helping people	working with machines, processes
instructors, administrators, managerial, guidance counseling, vocational education, flight train- ing, therapeutic, nursing, child & adult care	photography, motion picture camera work, inspecting, stock checking, type setting, manipulating, transporting, test driving, machine operating, radio & TV transmitting
recognition	finished product/pride
creative entertainment, dramatics, musical work, radio announcing, journalism, news reporting	costuming, tailoring, dressmaking, animal farming, gardening.

*It is possible for occupations to overlap into several areas.

OCCUPATIONS RELATING TO INTEREST FACTORS

On the line after each occupation write the letter of the interest factor to which each occupation relates. (The numbers also refer to the maze, in case you need help.)

1. Fruit inspector
2. Typist
3. Animal trainer
4. Barber
5. Radio announcer
6. Teacher
7. Counselor
8. Auto mechanic
9. Photographer
10. Comedian
11. Surgeon
12. Artist
13. Model
14. Tailor
15. Usher
16. Phone installer
17. Actor
18. Salesman
19. Machine tender
20. Nurse
21. Lawyer
22. Architect
23. Auto test driver
24. Mathematician
25. Decorator
26. Type setter
27. Script editor
28. Author
29. Cattle raiser
30. Chemist

- A. things, objects
- B. services
- C. recognition
- D. helping people
- E. routine
- F. people, ideas
- G. scientific, technology
- H. creativity
- I. machines, processes
- J. pride

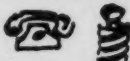
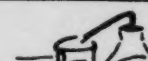
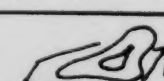
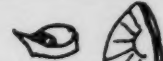
KEY

OCCUPATIONS RELATING TO INTEREST FACTORS

On the line after each occupation write the letter of the interest factor to which each occupation relates. (The numbers also refer to the maze, in case you need help)

1. Fruit inspector	<u>A</u>	A. things, objects
2. Typist	<u>C</u>	B. services
3. Animal trainer	<u>C</u>	C. routine
4. Barber	<u>D</u>	D. helping people
5. Radio announcer	<u>E</u>	E. recognition
6. Teacher	<u>D</u>	F. people, ideas
7. Counselor	<u>D</u>	G. scientific, technology
8. Auto mechanic	<u>A</u>	H. creativity
9. Photographer	<u>I</u>	I. machines, processes
10. Comedian	<u>E</u>	J. pride
11. Surgeon	<u>G</u>	
12. Artist	<u>H</u>	
13. Model	<u>F</u>	
14. Tailor	<u>J</u>	
15. Usher	<u>B</u>	
16. Phone installer	<u>A</u>	
17. Actor	<u>E</u>	
18. Salesman	<u>D</u>	
19. Machine tender	<u>C</u>	
20. Nurse	<u>D</u>	
21. Lawyer	<u>F</u>	
22. Architect	<u>J</u>	
23. Auto test driver	<u>I</u>	
24. Mathematician	<u>G</u>	
25. Decorator	<u>H</u>	
26. Type setter	<u>I</u>	
27. Script editor	<u>F</u>	
28. Author	<u>H</u>	
29. Cattle raiser	<u>J</u>	
30. Chemist	<u>G</u>	

Identifying Occupations

Things - Objects 	People - Ideas 
Services 	Scientific 
Routine 	Creative 
Helping People 	Machines - Processes 
Recognition 	Finished Product 

STATE YOUR PREFERENCE

LESSON TEN

CONCEPTS

Learners will identify occupations which relate to each interest factor.

PERFORMANCE OBJECTIVE

Given a list of activities relating to interests factors, the learner will identify his preference of activities and list two occupations related to the predominate interest factor.

LESSON TIME

45 minutes

PREREQUISITE KNOWLEDGE

(Previous lesson)

Categorization of occupations related to interest factors

RESOURCES REQUIRED

Answer sheet *Identifying My Interests*

Worksheet *Choosing Occupations That Match My Interests*

Assessment item for Lesson 10

INSTRUCTOR PREPARATION TASKS

Duplicate answer sheet *Identifying My Interests* and worksheet *Choosing Occupations That Match My Interests*.

Duplicate assessment item for Lesson 10.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the past few lessons, we have identified interest factors and occupations related to them. Today you will identify those factors in which you have a preference. Then you will identify occupations which relate to your interests. Identifying your interests will help you make choices about things to do in your spare time. And when you are older, it will help you make choices about which occupations you would like. How many of you have hobbies? What are your hobbies?

Possible responses:

- | | |
|---------------------------------|-----------------------------|
| 1. Baseball | 7. Watching TV |
| 2. Sewing | 8. Building model airplanes |
| 3. Scouting | 9. Reading |
| 4. Swimming | 10. Collecting things |
| 5. Playing a musical instrument | |
| 6. Coloring | |

You have probably never thought about why you like to do those things. You just know you like those activities better than others.

In today's lesson, you will be asked to identify activities you like doing better than others. Then you will identify to which interest factor these activities relate. In this way you will see you prefer activities relating to certain interest factors. Then when you have decisions to make, you will be able to relate them to an interest factor and make a decision more pleasing to you.

TASKS

In a moment you'll begin to choose which activities you prefer from a list I will give you.

Distribute answer sheet Identifying My Interests, folded in half so the scoring procedures are not visible to the learners. The instructor should distribute both pages folded in half and refer to the first page when discussing the scoring procedures. This answer sheet will become a page of the learners' booklets and should be put in their folders after use.

Listen as I read the first statements on the page. Look at box number one. It says, "I would like to build a model town or interview a worker about his job." If you think building a model town sounds more interesting, put a check mark in the top box. If you think interviewing a worker about his job sounds more interesting, put a check mark in the bottom box. Now look at box number two and put a check mark after the activity that sounds more interesting to you.

The instructor may continue reading each statement on the answer sheet until all twenty boxes have been read and responded to by the learners. Or he may allow the learners to read each statement themselves. The instructor should circulate, giving assistance with vocabulary.

Now open your paper so you can see the entire page. The numbers after each sentence refer to interest factors. Count how many times your check mark was by the number one and write this in the blank space that says "Things and Objects Number One Total." Do the same for numbers two through ten.

Distribute worksheet entitled Choosing Occupations That Match My Interests.

Here is another page for your booklet. You will write down the interest factor you named more than the others. Then draw two pictures that illustrate occupations related to the factor you identified. Write the names of the occupations on the lines inside the boxes.

Allow twenty minutes for this activity. Provide additional paper if necessary.

SUMMARY

I'm sure not all of you chose the same interest factor. How many of you had a preference for working with things and objects.

Call on several learners to name the occupations they illustrated. Continue the same line of questioning until all factors have been identified and sample occupations for each factor have been named by the learners.

This activity gave you information about yourself. Not only can you use this information when making a choice about an occupation, but it will help you make choices about what games to play, hobbies you may like, and books to read. Soon we will begin the next chapter of our booklet. This chapter will provide another source of information for you to use when making decisions related to school situations, hobbies, and later career choices.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will circulate to the learners while they are completing a page of their books. Ask each learner to name the factor which he rated highest and list the two related occupations.

DIRECTIONS

The instructor may use the *Instructor Interview Form* and record the learner's responses to the following questions:

1. From the list of interest factors we have discussed, identify the one most important to you.
2. Name two occupations related to the interest factor you have chosen.

KEY

Instructor satisfaction

Date _____

Lesson 10

INSTRUCTOR INTERVIEW FORM

[illegible]

ANSWER SHEET: IDENTIFYING MY INTERESTS

I would like to: (Check one in each block)✓

1.	Build a model town	1
	Interview a worker about his job	2
2.	Fix broken toys	2
	Wash windows	3
3.	Put together jigsaw puzzles	1
	Help a younger child with school-work	4
4.	Build scenery for a play	1
	Take a lead part in a play	5
5.	Attend club meetings	2
	Sort a deck of cards into suits	3
6.	Take telephone messages	2
	Babysit	4
7.	Be room helper	2
	Be team captain	5
8.	Deliver newspapers	3
	Hear a talk on what your city is doing to make it a better place in which to live	4
9.	Shelve library books	3
	Be elected class president	5
10.	Teach someone to do something I can do	4
	Receive an award in front of the school	5
11.	Recite a poem with a group	6
	Work story problems in math	7
12.	Write a story	6
	Decorate the bulletin board	8

Things/Objects #1	Total	_____
Services #2	Total	_____
Routine #3	Total	_____
Helping People #4	Total	_____
Recognition #5	Total	_____
People/Ideas #6	Total	_____
Science/Technology #7	Total	_____
Creativity #8	Total	_____
Machine/Processes #9	Total	_____
Pride #10	Total	_____

Scoring: Count how many check marks you have for each factor and write this number on the blank after each factor.

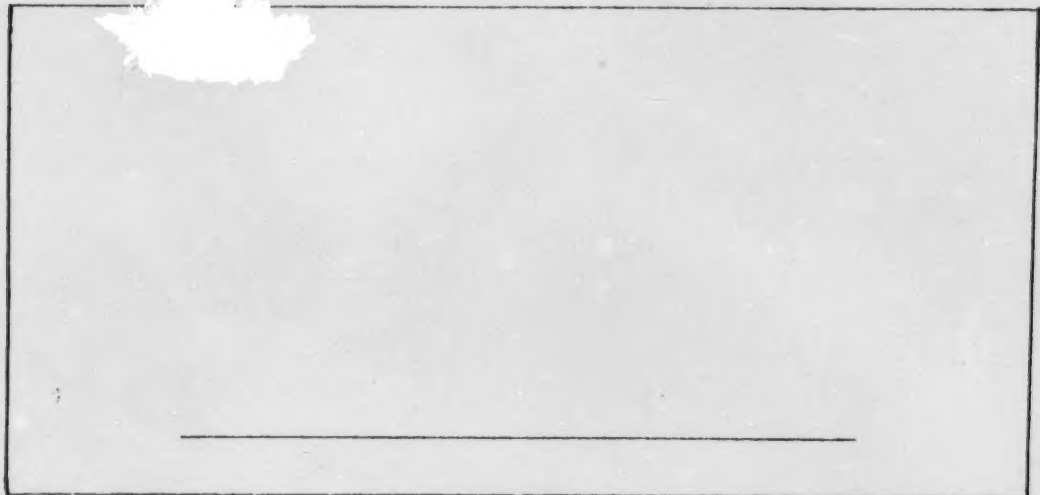
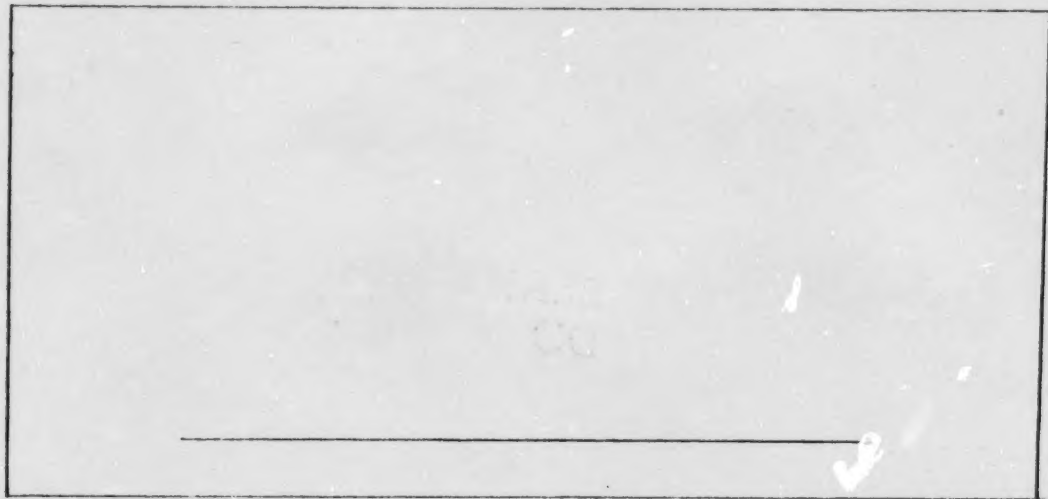
PREFERENCE FOR ACTIVITIES

13.	Learn about different languages	6
	Learn how a television picture is sent from the studio to a TV screen	9
14.	Tell a story to the class	6
	Finish something I've started	10
15.	Find out about the inside of a volcano	7
	Make up a dance to a record	8
16.	Learn how the different planets were discovered	7
	Learn how sound is put on a movie film	9
17.	Find out how we get rubber from trees	7
	Grow a vegetable garden	10
18.	Design posters	8
	Learn to develop camera film	9
19.	Learn how to play a musical instrument	8
	Train a dog to do tricks	10
20.	Learn how a newspaper is printed	9
	Earn a badge in scouts	10

CHOOSING OCCUPATIONS THAT MATCH MY INTERESTS

Directions: Complete the sentence by naming the interest factor you named more than the others. Then write the names of two occupations that require this interest, and draw two pictures of workers involved in those occupations.

I identified my interests as _____.



CATEGORIZATION OF SCHOOL ACTIVITIES

LESSON ELEVEN

CONCEPTS

Learners will categorize school activities according to the work situations listed in class.

PERFORMANCE OBJECTIVE

Given types of worker situations, the learner will identify a school activity to which each relates.

LESSON TIME

35 minutes

NEW VOCABULARY

Nature - overall work situation or setting

RESOURCES REQUIRED

Sample chart on *Nature of Work Situations*

Worksheet *Categorizing School Activities*

Assessment item for Lesson 11

INSTRUCTOR PREPARATION TASKS

Make chart *Nature of Work Situations*

Duplicate *Categorizing School Activities*

Duplicate assessment item

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Today we'll begin the fourth chapter of our booklets. We have already discussed many things that relate to the successful choice of an occupation. We've identified our own interests and abilities, and we've discussed how these relate to occupational success. These next few lessons will center around another type of personal preference. This one relates to the feelings a worker may have about the type or nature of the work he does. What are some of the situations or activities you participate in at school?

Possible responses:

- | | |
|-----------------------------|---------------------|
| 1. Physical education games | 6. Choir/band |
| 2. Recess | 7. Putting on plays |
| 3. Reading | 8. Math lessons |
| 4. Spelling tests | 9. Watching films |
| 5. Art activities | |

I'll bet there are some of you who really enjoy physical education, and I'll bet there are others of you who would rather do something else at that time. How many would rather stay in the room and see a film then?

You see that people have different preferences about the nature of activities.

TASKS

I just used the word *nature* and said that people have different preferences about the nature of activities.

Write the word nature on the board and ask a learner to use the dictionary to find the definition.

While we are having the definition for this word located, can anyone guess about the meaning?

Possible responses:

1. Science
2. The trees, flowers, animals
3. Sun, weather, sky, etc.

These are related to nature, but we are talking about a different definition for the word.

Ask the learner to read from the dictionary. Nature defined in one dictionary is: the character or composition of a person or thing; synonyms are: essence, disposition, temperament, kind.

When we talk about the nature of work, we will mean general, overall types of working situations.

Display chart entitled Nature of Work Situations.

This chart lists five general work situations or settings. Would someone please read the first one listed?

Call on learner to read the first situation listed, "Doing things under certain instructions."

What does this mean?

Possible responses:

1. Following orders
2. Following directions
3. Doing what you are told

Can anyone think of a school setting that involves doing things under specific instructions?

Possible responses:

1. Math problems are worked in a special way.
2. We play what our teacher tells us to at physical education time.
3. We sit in an order told by our teacher.

Almost everyone follows orders or directions of some kind. In most occupations, the boss, foreman, manager, or person in charge even follows orders from another person. In school, there are many situations that require following directions. Sometimes the directions come from your teacher, or another teacher, the principal, cafeteria worker, custodian, or another student who is in charge. Can anyone name when you would follow orders of another student?

Possible responses:

1. Following directions of class officers
2. Doing what the team captain says
3. Listening to hall or playground monitors

When might you follow directions of another teacher?

Possible responses:

1. When we have a substitute
2. On the playground
3. In the library

What are some of the things I may ask you to do?

Possible responses:

1. Line up a certain way
2. Put your names in a certain place on the paper
3. Quiet down
4. How to work long division problems

In school, we all follow school rules. We have standards to follow that tell us how to behave. In many work situations, there are standards to be followed also. These may relate to your occupational task, as well as how you dress or act.

What is the second work situation listed?

Call on learner to read "Being in control of activities."

What does this mean?

Possible responses:

1. Being boss
2. Telling people what to do
3. The opposite of the first one

Can anyone think of any school situations that involve a person or student being in control of activities?

Possible responses:

1. A team captain directing the game
2. Student hall or playground monitors
3. Team leader for committee work

It's possible to have a school task in which the person in control is also following instructions. For example, in school, the team captain may give directions to others, but the team captain is also following the rules of the game. A school teacher gives directions to children, but at the same time follows directions from the principal.

The third work situation listed is "Dealing with people." This situation does not refer to following or giving directions. This refers to situations involving work with other people. Can anyone think of school situations that involve a person or student working with other people.

Possible responses:

1. Students completing a mural or class play
2. Singing in a choir or playing in a band
3. Studying spelling words
4. Playing a game

Though these situations do not refer to giving or following the directions of the people you're working with, it is possible that directions are coming from another person. For example, a bank teller is helping the customer; the teller may be following instructions learned in training to be a teller. The students may be studying together because their teacher asked them to.

The fourth work situation is, Working Alone. This means doing your task or job by yourself. At some point, your job or task may be combined with others for a finished product. But working alone means that you can do your job without the help of others.

Can anyone think of any school tasks that involve working alone?

Possible responses:

1. Student can write a story or report alone.
2. Student takes a test alone.
3. Student can clean a desk alone.

These are correct. In a school situation you may be with other people and they may be doing the same thing as you are, but each of you works alone without one another's help. In work situations, the same is true. Many workers can complete their task by themselves.

What is the last work situation listed?

Call on learner to read, "Changing Peoples' Minds and attitudes or Feelings About Things."

This means a person is doing or making something to make another feel differently about something. Some workers who do this are:

1. Lawyers who try to convince the people on the jury about the guilt or innocence of another person.
2. Comedians who try to make people laugh and feel happy.
3. Ministers who try to help people to do things in a honest and loving way.
4. Senators, politicians, and mayors who try to convince people to vote in certain ways.
5. Salespeople who try to sell their products.

Can anyone think of school situations that involve trying to change someone's mind or feelings about something?

Possible responses:

1. Asking friends to vote for you
2. Class officers setting a good example for others to follow
3. Discussing reasons for following school rules
4. Watching a classmate receive an award for good attendance, behavior, sports achievement

There are many ways people try to change the opinions or ideas of others. You may be with a group of friends and not able to decide where to ride your bikes. Your suggestion may be chosen because you gave a good reason. For example, you might suggest riding to the high school because there's a track meet there, or riding to the park because the traffic is not heavy along that road. These reasons sounded correct to your friends and they made up their minds to do what you suggested.

You may see your friend's spelling paper on the board because it was written neatly and all the words were spelled correctly. You would like to have your paper on the board, so you make up your mind to study harder for the next test.

Distribute worksheet entitled Categorizing School Activities.

Each of you has a worksheet showing pictures of school situations. Look near the bottom of the page for the directions and follow along as I read them.

Read the directions and explain in detail, if necessary. Allow five minutes for this activity. Correct the worksheet with the learners using the instructor key provided.

SUMMARY

The work situations we identified relate to other areas of people's lives besides the occupation they have. What were some of these other areas the work situations we described relate to?

Possible responses:

1. School
2. Play, free time with friends
3. Citizenship

This information will help you understand your actions in school. By knowing there are various school situations that require following directions from friends or adults, you are better able to follow these directions. You have seen that there may be situations in which you may be in control and would want the cooperation of others. There are also school situations that require working cooperatively together, as well as those that require you to work alone. There are also those times in school when someone tries to change your mind or actions about things and ideas. Understanding that these situations are a necessary part of school will help you behave in an acceptable manner and make choices that bring you happiness.

Soon we will identify occupations that are related to these school situations.

SUPPLEMENTAL ACTIVITY

The learner will prepare a list of activities in which they engage and categorize the list according to the work situations identified.

ASSESSMENT PROCEDURES

DESCRIPTION

A matching item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor.

KEY

a-5, b-4, c-2, d-3, e-1

Name _____

Date _____

Lesson 11

ASSESSMENT ITEM

Match the school activities in Column B with the work situation each relates to in Column A.

Column A

- ___ a. Working alone
- ___ b. Influencing people
- ___ c. Dealing with other people
- ___ d. Doing things under certain directions or orders
- ___ e. Directions or control of activities and/or others

Column B

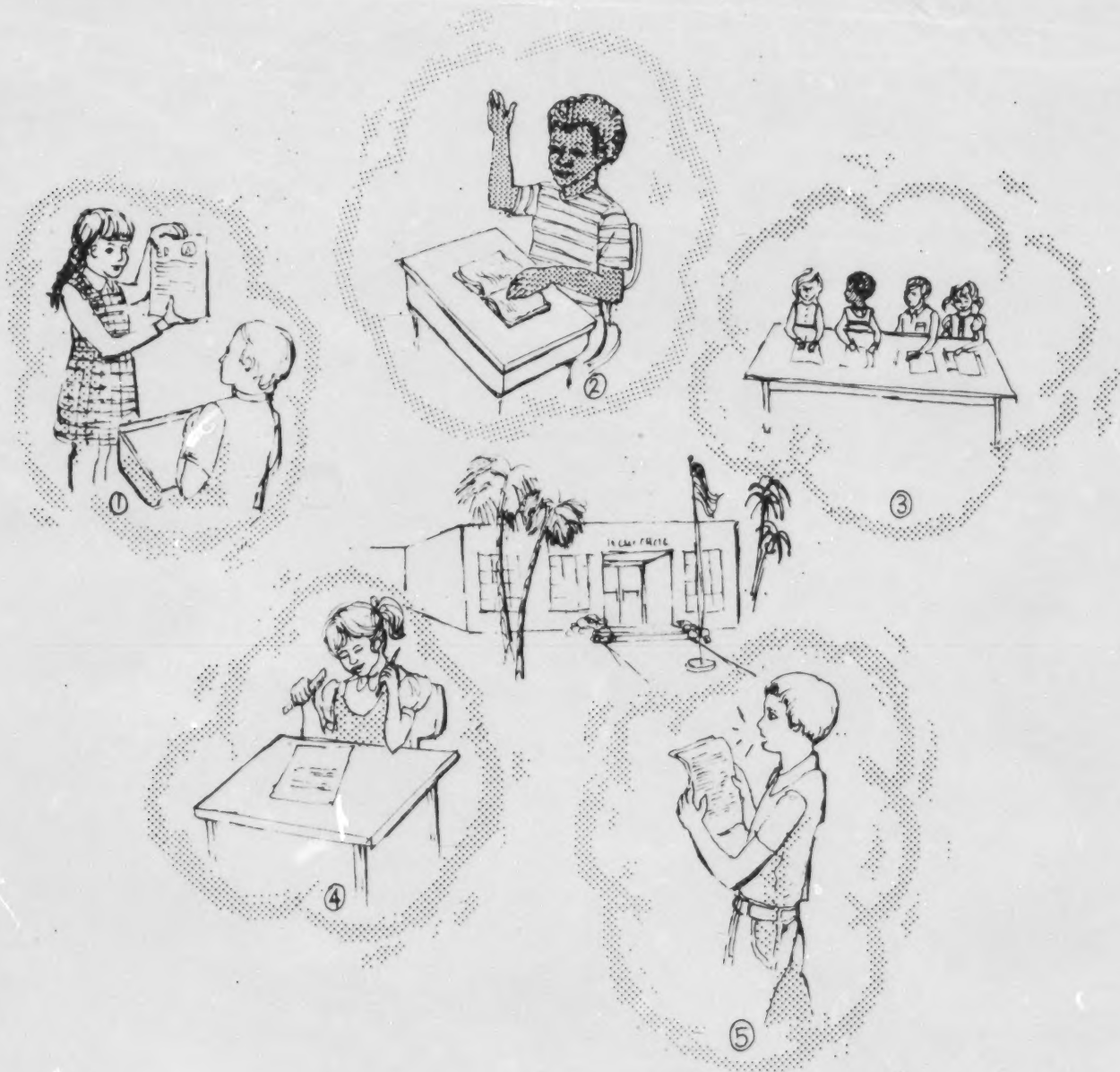
- 1. Being team captain
- 2. Completing a group project
- 3. Participating in a fire drill
- 4. Setting an example for others
- 5. Researching a report in the library

NATURE OF WORK SITUATIONS

(SAMPLE CHART)

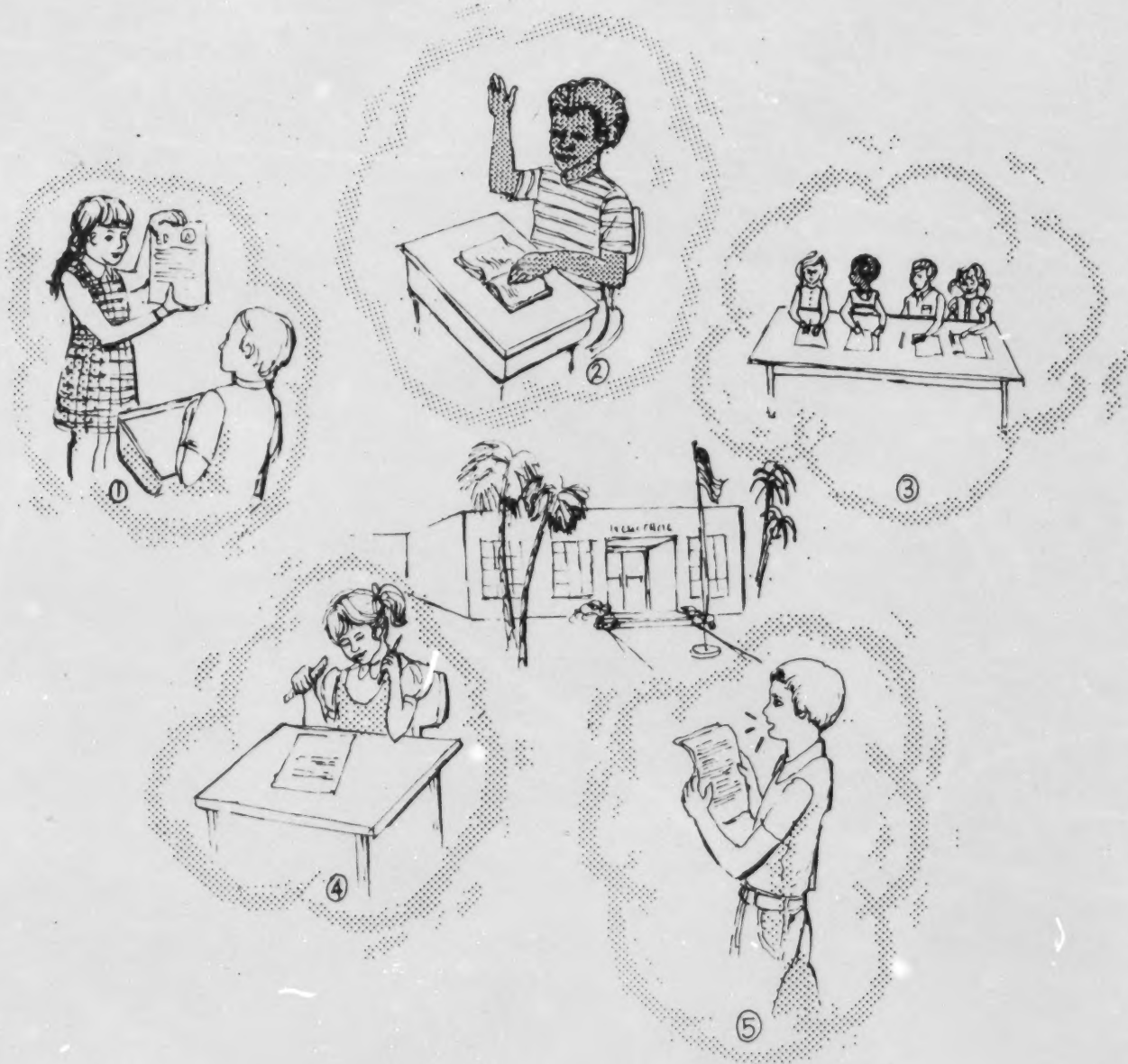
1. Doing things under certain instructions
2. Being in control of activities
3. Dealing with people (not giving or following orders)
4. Working alone
5. Changing peoples minds, attitudes, or feelings about things

CATEGORIZING SCHOOL ACTIVITIES



Directions: Look at each picture and identify the work situation shown. Use the numbers under the pictures and match them with the work situations listed below.

Working in groups _____
 Following directions _____
 Influencing others _____
 Giving directions _____
 Working alone _____

CATEGORIZING SCHOOL ACTIVITIES

Directions: Look at each picture and identify the work situation shown. Use the numbers under the pictures and match them with the work situations listed below.

Working in groups	3
Following directions	2
Influencing others	1
Giving directions	5
Working alone	4

CATEGORIZING OCCUPATIONS

LESSON TWELVE

CONCEPTS

The learners will categorize school activities according to the work situations listed in class.

PERFORMANCE OBJECTIVE

Given work situations, the learner will categorize occupations according to the situation that characterizes each.

LESSON TIME

30 minutes

NEW VOCABULARY

Influence - the act of producing an effect or action

PREREQUISITE KNOWLEDGE

(Previous lesson)
Definitions of the types of work situations

RESOURCES REQUIRED

Information sheet *Occupations Relating to Work Situations*

Worksheet *Which Work Setting?*

Chart *Nature of Work Situations*, from Lesson 11

Assessment item for Lesson 12

INSTRUCTOR PREPARATION TASKS

Duplicate information sheet, *Occupations Relating to Work Situations*.

Duplicate worksheet, *Which Work Setting?*.

Secure chart from previous lesson.

Duplicate assessment item for Lesson 12.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Previously we learned about work situations and how they are related to our school activities. Today, we will relate these work situations to occupations. What were the work situations we identified earlier?

Desired responses:

1. Following directions
2. Being in control
3. Working with people
4. Working alone
5. Influencing people

There are times when we find ourselves in each of these situations. We have already discussed how these relate to school experiences. No matter who you are or what

you are doing, you will at some time have to follow directions. At some other time, it will be your responsibility to give directions, or be in control of the activities of others. There will be times when you must work alone, and there will be times you will have to work or be with other people. And there will be situations in which you try to influence another person's way of thinking. What do we mean by the word influence?

Possible responses:

1. Changing people's minds
2. Getting people to do things your way

Those are correct; they are examples of influence. The definition of the word *influence* is: to persuade or force a person to change his behavior. The word *influence* also means that the way in which you apply the pressure or force is not obvious. You wouldn't grab a person and push him around until he did what you wanted. You would do things in a clever and quiet way. For example, in the story called Tom Sawyer, Tom was painting a fence when his friends came by to ask him to play with them. He knew he had to finish the fence and it could get done faster if he had help, so he told his friends he didn't want to play because painting a fence was much more fun. When his friends asked to help him, he said no because he wanted all the fun himself. Finally they pleaded to help him paint the fence and he let them. Tom used his influence to get his friends to do the painting in a way the others did not understand.

You can influence others in many other ways. Explaining why something should be done may influence a person to do it that way. Behaving a certain way and receiving praise or a reward may influence others to behave as you did. Packaging a product in a pleasing way may influence someone to buy it. All of us use our influence to change the minds or ideas of the people around us.

TASKS

Display chart Nature of Work Activities used in Lesson 11.

Everyone must follow instructions or directions from other people. What are some occupations that involve doing things under specific instructions?

Possible responses:

1. A secretary follows orders from her boss.
2. A carpenter follows directions on the blueprints.
3. A truck driver drives where he is told.

That's right. We follow directions of many forms. Sometimes they are directions we are given verbally by another person. For example, a store manager may tell his sales person to change the price tags on some items.

Sometimes the directions are written. A carpenter reads the blueprints of a house to know where to build walls and how large to make the rooms. Sometimes the directions are given in the training you receive for an occupation. For example, a bus driver cannot drive the bus along any routes; he must follow a certain path.

What are some occupations that relate to Being in Control of Activities?

Possible responses:

1. Teacher
2. Manager of a store
3. Foreman at a construction site

These are correct. There are many different situations in which a person can be in control. Sometimes a person is in control of planning the activities of other people. For example, a teacher is in control of the activities of the students. A travel guide is the person who plans the activities of others.

Sometimes a person is in control of the activities planned by other people. A foreman, manager, and supervisor are the people in charge of certain tasks, but they have not always planned these tasks. An umpire is the boss of the events of a baseball game. The managers of the two teams are the people who give directions to the players about playing. But the umpire can give directions to the players during the game if they strike out, walk, show poor sportsmanship, etc.

Can you think of other occupations in which the worker is in control or gives directions to others?

Possible responses:

1. Police officer
2. Recreation director
3. Service manager at an auto repair shop
4. A surgeon during an operation

Now, how about dealing with people? Can you think of occupations that fit into this category? Remember, this doesn't mean giving or following the directions of others. It means having contact with them.

Possible responses:

1. Secretary
2. Telephone operators
3. Assembly line workers
4. Barbers/beauticians

That's correct. There are many occupations that can be classified in several categories. For example, a professional athlete works together with his teammates. He also follows directions from his coach and the umpire. A bank teller works with the people who come to the bank, but follows directions from the manager. A nurse works with people, but often the nurse is following the doctor's orders.

Can you think of occupations in which the worker can perform the tasks of the job alone?

Possible responses:

1. Truck driver
2. Dancer
3. Gardener

These are correct. Others that can work alone are authors, artists, seamstresses, and tailors.

The last category is Changing People's Minds About Things or Ideas. Some occupations which can be categorized this way are news reporters, lawyers, vocational or job counselors, ministers, comedians, and clothing designers.

These workers present ideas to you in hopes of you accepting their way of thinking. These people try to influence you. That means they want you to make a choice or do something the way they think is important.

We have tried to classify occupations into work settings. Sometimes it is hard to do because there are times a worker may follow directions, give directions, work alone, work with people, and try to influence others. Let's think about the job of a police officer. When will an officer follow orders?

Possible responses:

1. During training
2. From the captain or police commissioner
3. Assignment of duties

When will an officer give orders?

Possible responses:

1. Directing traffic
2. To suspects, to search them
3. To crowds of people at an accident or fire, etc.

When does an officer deal with people, other than giving or taking orders?

Possible responses:

1. To help them settle problems or disputes
2. Taking complaints
3. During questioning or investigation periods

Can you think of situations in the daily duties of a secretary that involve several of the work settings we have discussed?

Possible responses:

1. Taking orders from boss
2. Giving instructions to other secretaries
3. Dealing with people on the phone or in the office
4. Working alone to type or file papers

Distribute the information sheet entitled *Occupations Related to Work Situations* and the worksheet entitled *Which Work Setting?*

Here are two more pages of your booklet. The information sheet is for your use. Let's look at it for a moment.

The instructor should have the learners read the headings and the occupations listed. Answer any questions they may have about the occupations.

The second paper you have is entitled *Which Work Setting?* The five work situations we have discussed are listed. You see a line under some of the letters. Write these letters on the line that says letters. The letters are scrambled. You are to use the underlined letters, unscramble them, and spell an occupation related to the work situation.

Allow ten minutes for this activity.

SUMMARY

Using the instructor key provided, correct the worksheet with the learners, allowing them to correct their errors and ask questions.

Now you have identified occupations that match each of the work situations we have identified. Knowing that people have responsibilities and certain things to do will help you make decisions about occupations once you identify which situations you prefer. In our next lesson, you will identify your preference for work situations.

SUPPLEMENTAL ACTIVITY

The learner will interview a worker (family member, neighbor, school personnel) and compile a list indicating the nature of the work situation for each person interviewed.

ASSESSMENT PROCEDURES

DESCRIPTION

A matching item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with vocabulary may be given by the instructor. State that many occupations can be classified into more than one category.

KEY

a-7, 10 b-3, 4 c-1, 2 d-5, 6 e-8, 9, 5

Name _____

Date _____

ASSESSMENT ITEM

Lesson Twelve

Categorize each occupation in Column B according to the work situation it relates to in Column A.

Column A

- ___ ___ a. Working alone
- ___ ___ b. Influencing others
- ___ ___ c. Controlling of others
- ___ ___ d. Dealing with people
- ___ ___ e. Working under
specific in-
structions

Column B

- 1. Teacher
- 2. Foreman
- 3. Minister
- 4. Comedian
- 5. Secretary
- 6. Bank teller
- 7. Truck driver
- 8. Food checker
- 9. Court reporter
- 10. Film developer

OCCUPATIONS RELATED TO WORK SITUATIONS

DOING THINGS UNDER CERTAIN INSTRUCTIONS

Food checker	Dog groomer
Typist	Farm hand
Model	Usher

BEING IN CONTROL OF ACTIVITIES

Travel guide	Police officer
Teacher	Fire chief
Animal trainer	Construction foreman

DEALING WITH PEOPLE

Bank teller	Beautician
Cashier	Detective
Nurse	Secretary

WORKING ALONE

Actor	Truck driver
Grounds keeper	Dancer
Seamstress	Tailor

CHANGING PEOPLES MINDS ABOUT THINGS OR IDEAS

Judge	Window display designer
News reporter	Advertising person
Sales person	Lawyer

WHICH WORK SETTING?

Directions: Write the underlined letters under each work situation. Then unscramble those letters to name an occupation related to the work situation.

DOING THINGS UNDER CERTAIN INSTRUCTIONS

Letters _____

Occupation _____

HAVING CONTROL OF ACTIVITIES OR OTHER PEOPLE

Letters _____

Occupation _____

DEALING WITH A NUMBER OF PERSONS

Letters _____

Occupation _____

WORKING ALONE WITHOUT THE AID OF OTHERS

Letters _____

Occupation _____

CHANGING PEOPLES MINDS ABOUT IDEAS OR THINGS

Letters _____

Occupation _____

WHICH WORK SETTING?

Lesson 12

KEY

Directions: Write the underlined letters under each work situation. Then unscramble those letters to name an occupation related to the work situation.

DOING THINGS UNDER CERTAIN INSTRUCTIONS

Letters h s e r u

Occupation usher

HAVING CONTROL OF ACTIVITIES OR OTHER PEOPLE

Letters h c r a t e e

Occupation teacher

DEALING WITH A NUMBER OF PERSONS

Letters n u e r s

Occupation nurse

WORKING ALONE WITHOUT THE AID OF OTHERS

Letters i a l o t r

Occupation tailor

CHANGING PEOPLE'S MINDS ABOUT IDEAS OR THINGS

Letters a l m s a e s n

Occupation salesman

IDENTIFICATION OF PERSONAL PREFERENCES

LESSON THIRTEEN

CONCEPTS

Learners will identify their personal preference for work situations and list occupations related to the situations.

PERFORMANCE OBJECTIVE

Given a list of work settings, the learner will identify his preference and list two related occupations.

LESSON TIME

25 minutes

PREREQUISITE KNOWLEDGE

(Previous lesson)

Occupations relating to specific work situations

RESOURCES REQUIRED

Answer sheet *Identifying My Preference for Work Situations*

Worksheet *Choosing Occupations to Fit My Preferences*

Assessment item for Lesson 13

INSTRUCTOR PREPARATION TASKS

Duplicate answer sheet *Identifying My Preference for Work Situations*.

Duplicate worksheet *Choosing Occupations to Fit My Preferences*.

Duplicate assessment item for Lesson 13.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the past few lessons we identified work situations, occupations, and school activities which require preferences for one situation over another. Today you will identify your preference for these work situations. How will this information help you?

Possible responses:

1. I can avoid those situations I do not like.
2. By understanding my feelings, I can learn to change my behavior or learn to accept the situations as they arise.
3. I can understand that people have different preferences.

All those are true. It is important for you to understand your own feelings or preferences and to make decisions based on them. It is also important for you to realize that what may be important for you is not important for another person. What you see as bad or unpleasant, another may see as good or pleasant.

TASKS

In a moment you will be asked to choose the work situations in which you feel you do better. We will use the same type of form we have used previously. Please leave the paper folded in half as I give it to you.

Distribute answer sheet Identifying My Preference for Work Situations, folded in half so that the left side is visible to the learners.

Listen and follow along on your paper as I read each phrase. Then put a check mark in the box after the activity in which you think you would do better. Look at box number one. It says, "I do better following instructions from others or giving instructions to others." If you think you do better following instructions, put a check mark in the top box. If you feel you do better giving instructions to others, put a check mark in the bottom box. Now look at box number two and put a check mark in the box by the situation in which you feel you do better.

The instructor should continue reading each statement until all ten boxes have been read and responded to by the learners.

Now open your paper so you can see the entire page. The numbers after the sentences refer to the work situations we have discussed. Count how many times your check mark was by a number one and write this number in the blank space after "Following directions, total number one." Do the same for numbers two through five.

Distribute worksheet entitled Choosing Occupations to Fit My Preferences.

Here is another page of your booklet. You will write the work situation you named more than the others; then draw two pictures that illustrate occupations related to the factor you identified. Write the names of the occupations on the lines inside the boxes.

Allow twenty minutes for this activity. Provide additional paper if necessary.

SUMMARY

You have identified your preference for certain work situations and identified jobs that match these preferences. What would happen if everyone wanted to be in control of activities?

Possible response: There would be no one to control.

We need people with different ideas and people who see good or importance in different things. Occupations require people who are good at giving directions. They also need people who can follow these directions. We need people who are able to work well with other people to complete a task. But some tasks are done best by one person, and we need people who prefer to work alone. We need people who can help us make decisions or change our minds or make us laugh.

You have identified your preference. This preference is important to yourself and to others as well.

Soon we will put together all the information we have collected and complete out booklets *The Future Me*.

ASSESSMENT PROCEDURES

DESCRIPTION

The instructor will circulate to the learners while they are completing a page of their books. Ask each learner to name the work situation chosen most often and list two related occupations.

DIRECTIONS

The instructor may use the *Instructor Interview Form* and record the learner's responses to the following questions:

1. Which work situation did you choose most often?
2. Name two occupations related to his work situation.

KEY

Instructor satisfaction

IDENTIFYING MY PREFERENCES FOR WORK SETTINGS

I do better:

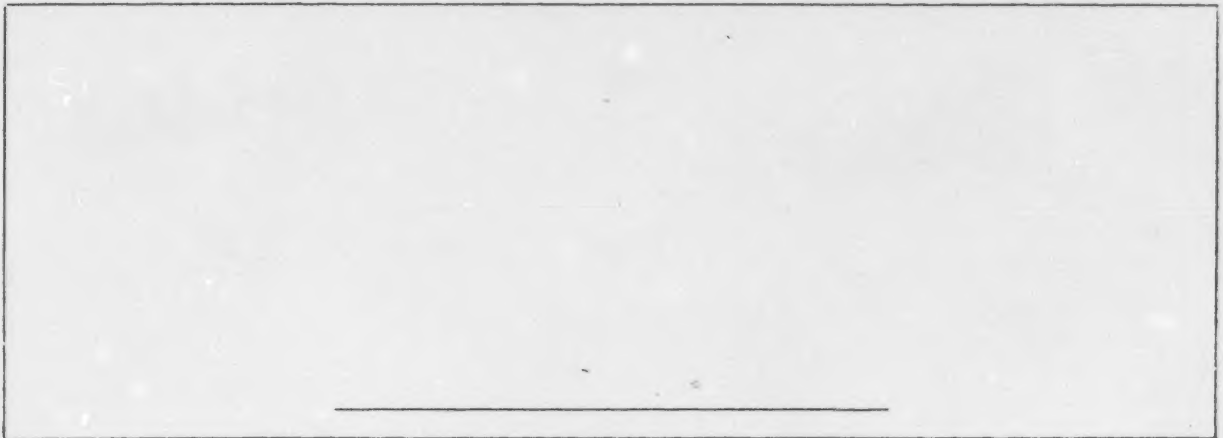
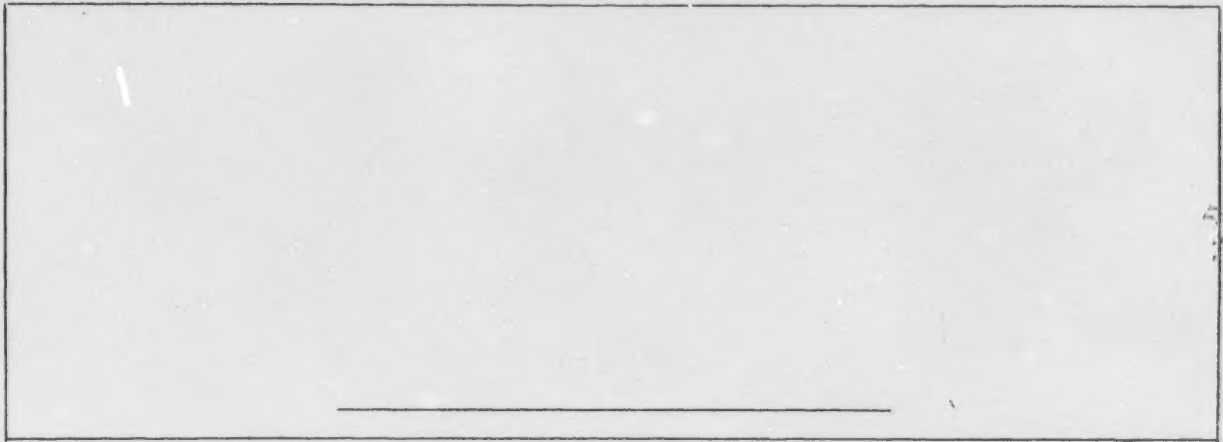
1. Following instructions from others or giving instruction to others	1
	2
2. Following directions on my own or working together with others	1
	3
3. Following instructions from others or working on my own	1
	4
4. Doing things I'm told to do or convincing people to do things my way	1
	5
5. Giving instruction to others or working together with a group of people	2
	3
6. Giving directions for others to follow or working by myself	2
	4
7. Telling others what to do or setting an example for others to copy	2
	5
8. Working in a group or working alone	3
	4
9. Working with others in a group or setting an example for others to follow	3
	5
10. Working alone or convincing people to do things my way	4
	5

Following directions
total #1 _____Being in control
total #2 _____Working with people
total #3 _____Working alone
total #4 _____Changing peoples ideas
total #5 _____

CHOOSING OCCUPATIONS TO FIT MY PREFERENCES

Directions: Complete the sentence by naming the work situation you named more than the others. Then write the names of two occupations whose situations are the same as the one you listed. Draw two pictures of workers involved in those occupations.

The nature of work I prefer is _____.



MY OCCUPATIONAL PROFILE

LESSON FOURTEEN

CONCEPTS

Learners will select occupations to meet personal criteria for educational preparation, abilities, and situational preferences.

PERFORMANCE OBJECTIVE

Given previously identified preferences for educational preparation and work settings, and previously identified abilities and interests, the learner will select at least one occupation that meets his criteria.

LESSON TIME

60 minutes

NEW VOCABULARY

Profile - A graph showing the results of ratings

PREREQUISITE KNOWLEDGE

This is a culminating lesson and activity. The preceding thirteen lessons are prerequisite activities.

RESOURCES REQUIRED

Worksheets *My Profile*, *Occupations That Match My Profile*, and *The Future Me*

Title page, *Table of Contents*, chapter division pages, and *Glossary*

INSTRUCTOR PREPARATION TASKS

Duplicate worksheets *My Profile*, *Occupations That Match My Profile*, and *The Future Me*.

Prepare transparency *My Profile* for instructor's use.

Duplicate title page, *The Future Me*, *Table of Contents*, chapter division pages, *Paths to Careers*, *Tickets to Success*, *Choose Your Guides*, *Sights to Consider*, and *The Future Me*, and *Glossary*.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

This is the last of our lessons about *The Future Me*. We have talked about our futures in terms of possible occupations in which we would be interested. What were some of the things we identified that would influence our success in an occupation?

Desired responses:

1. Occupational preparation
2. Abilities
3. Interests
4. Work situations

Those are correct. You have had the opportunity to look at how you feel about each of these, and you have already identified occupations to match each of the occupational preparation levels. What were the three types of occupational preparation available to learners when they leave high school?

Desired Responses:

1. On-the-job training
2. Occupational schools
3. College

We learned that high school is an important part of our lives. It is in high school that students acquire information and knowledge to use for their entire lives. We learned that high school provides us with the beginning skills required in many occupations. For other occupations it is necessary to receive more information than what high school provides.

One of the ways to acquire more information is on an on-the-job training program. What is on-the-job training?

Desired response:

The training your employer gives you after you have received the job. You are paid a salary while you watch an experienced worker and learn while you help him. On-the-job training primarily teaches the specific skills needed for a job.

How does on-the-job training differ from occupational schools?

Desired response:

Most occupational schools mean attending classes that teach the skills of an occupation. You have usually NOT acquired a job yet, and you do not receive a salary while attending.

What are some types of occupational schools?

Desired responses:

Technical or trade schools teaching electricians, barbers or beauticians, secretarial skills, real estate, computer programming, upholstery, and dental or medical assistants; police academies; armed services schools.

What is college?

Desired response:

Attending classes for two or four or more years to learn about many other things in addition to those

necessary for a career. The students do not receive a salary; they must pay to take the classes.

You also identified abilities that contribute to success in a career. Then you identified skills which you felt you possessed to a high degree. What are the skills we identified as necessary for occupational success?

Desired responses:

1. Knowledge
2. Verbal ability
3. Numerical ability
4. Color awareness
5. Coordination

What did we mean by knowledge?

Desired response:

Our general learning ability; we said it was closely related to how well we do in school

What did we mean by verbal ability?

Desired response:

Understanding and presenting clearly the meanings of words and ideas

What did we mean by numerical ability?

Desired response:

Quickly and accurately working mathematical problems

What did we mean by color awareness?

Desired response: Choosing and using colors well

What did we mean by coordination?

Desired response:

Making accurate movements with eyes, fingers, hands, feet, body; balance

After identifying abilities, we talked about interest factors and you identified your interests. We learned that there were five pairs of contrasting interest factors.

What was the opposite factor for Things and Objects?

Desired response: People and ideas

What was the opposite factor for situations dealing with people in a business sense? We called this Services.

Desired response: Scientific/technical

What was the opposite factor for Helping People?

Desired response: Working with machines and processes

What was the opposite factor for activities following a set routine?

Desired response: Creativity

What was the opposite factor for doing things that result in recognition or attention from others?

Desired response:

Pride, a good feeling about yourself for completing a task

After identifying the interest factors, we discussed the nature of work. What were the work situations we identified?

Desired responses:

1. Following directions
2. Being in control
3. Working alone
4. Dealing with people
5. Influencing or changing peoples minds about ideas or things

Again you identified your preference for a work situation.

TASKS

Today we will combine this information and make a profile. A *profile* is a graph that shows the results of ratings you have for interests, abilities, and work situations. You will need your folders. Please take them from your desks.

Distribute copies of My Profile to each learner.

We will record your information on abilities first. Look at page 17 in your folders. This is the page entitled "Identifying My Abilities."

The instructor should use the master My Profile to prepare a transparency to display before the class during this explanation.

Looking at the profile sheet you see across the top the numbers 0, 1, 2, 3, and 4. These refer to the number of times you marked the ability mentioned. Looking at the right column of your answer sheet, find how many times you marked "verbal." If it was zero, put a heavy dot on the line marked zero opposite the word verbal ability. If it was one, put a heavy dot on the line opposite the word verbal ability. Do the same if you marked two, three, or four.

You will have only one dot after each skill, and it will be under the number that tells how many times you responded to that ability.

Now look at "knowledge" and put a dot under the numbers that tells how many times you answer "knowledge."

Do the same for the remaining abilities.

The instructor should circulate, giving assistance to those learners who are having difficulty with the recording procedures.

Now look at pages 24 and 25, "Identifying My Interests," and record on your profile the number of times you responded to each of the interests. This information is found in the right column on page 24.

Again you will have one dot after each interest listed. The dot will be on the line under the number of times you answered that factor, and on the line across from the single factor.

Now look at page 31, "Identifying My Preference for Work Settings." Record the scores in the same way you did for abilities and interests.

When you have finished marking each item, go back to the top and connect the dots in the order listed. Connect verbal to knowledge, knowledge to numerical, numerical to color awareness, and color awareness to coordination.

Then connect each of the dots to the one following it for the interest and work situation categories. Those lines that extend past the line under the number two identify those areas in which you felt you were most interested or you felt you had a high ability.

Distribute worksheet entitled *Occupations That Match My Profile*. Read with the learners the directions. Allow 15-20 minutes for this activity. Allow the learners to refer to the pages of their book for assistance when identifying occupations.

SUMMARY

Distribute worksheet entitled *The Future Me* and instruct the learners to illustrate an occupation that matched their interests, abilities, and preferences. The instructor should circulate, giving assistance to those learners who need it. Allow the learners to refer to the worksheets and information sheets in their books when identifying occupations related to their profiles.

The instructor should provide a place in the room to put stacks of the table of contents, the chapter division pages, and the glossary. When the learners have completed their tasks, they should acquire one of each of the above mentioned pages and assemble their booklets in the order specified in the table of contents.

We have completed our lessons and our booklet *The Future Me*. You were asked to make choices about occupations that related to your abilities, interests, and preferences.

You have learned that there are many types of educational experiences that may help prepare you for an occupation. Later in your lives you will have to choose the type of training that best suits you as a person, and the goals you have set.

You are most likely to succeed in getting a job if you select occupations that fit your background, experience, and interests. It is true that most people can succeed at more than one kind of job, and you have identified a variety of occupations that match your profile. By identifying your own abilities and interests, you are able to select an occupation for which you are best suited.

Though it will be several years before you will have to make career choices, the information presented in these lessons tried to bring a sense of meaningfulness and importance to career planning. Most young people limit their occupational choices to fields they already know about through their relatives and friends. And many young people do not choose the appropriate kind of education or training or do not even try to get further education because they do not know the choices available.

This unit has identified parts of career decision-making process. You have identified your preferences in several areas, as well as what things you feel you are interested in and those abilities you feel you possess. Your profile at this time will probably differ from a profile you make next year and three years from now. It is important to realize that you not only change in your physical makeup, but in many of your ideas and feelings. This may cause a change in your entire profile and choice of occupation.

I hope this unit made you aware of the difference between people's choices. What was important for you may not have been important to another person. We are not all the same, and it isn't necessary for all people to want the same things in life. What is important is that you are what you think is valuable. Each individual person is important, necessary, and valuable to other people. Every occupation is important, necessary, and valuable to other people.

SUPPLEMENTAL ACTIVITY

After identifying an occupation that meets his/her personal criteria, the learner will research that occupation, interview a worker engaged in the occupation, write letters to companies, government department, etc., to acquire more information, then make a judgment as to the occupation's desirability.

ASSESSMENT PROCEDURES

DESCRIPTION

The worksheets used during the lesson will be used to assess achievement of the objective.

DIRECTIONS

The instructor will use the *Product Assessment Form* and record the learner's responses on the worksheet *My Profile*, which was completed in class. The instructor will place check marks in the appropriate box(es) under each heading to indicate the learner's response. Using the column "Teacher Judgment," the instructor will place a plus sign (+) if the learner's response coincides with the judgment of the instructor. A zero (0) may be used to indicate the areas in which the instructor's judgment and learner's responses do not agree.

Using the worksheet *The Future Me*, the instructor will record the occupation chosen by the learners. The plus and zero marks should be used in the column "Occupation/Area Agreement" to indicate whether the occupation chosen meets the learner's criteria for abilities, interests, and work situations.

KEY

Individual learner response/instructor judgment

PRODUCT ASSESSMENT FORM

Lesson 14

Indicate those areas rated 3 or 4 on "My Profile"		"The Future Me"		Occ/Area Agreement	
Skills		Situations		Interests	
Learner's Name	*TCHR JUDG	+		Occupation Chosen	T.V. Announcer
	Coord				
	Color Aw.				
	Numerical Ab.				
	Knowledge	✓			
	Verbal Ab.	✓			
	*TCHR JUDG	+			
	Pride				
	Recog	✓			
	Mach. Proc.				
*TCHR JUDG	+				
Influ.	✓				
Alone					
W/People					
Control					
Fol. Instr.					
Situations					
Interests					
Abilities					

MY PROFILE

	0	1	2	3	4
Skills (p.11)	Verbal Ability _____				
	Knowledge _____				
	Numerical Ability _____				
	Color Awareness _____				
	Coodination _____				
Interests (p.24)	Things/Objects _____				
	People/Ideas _____				
	Services _____				
	Scientific, Technology _____				
	Routine _____				
	Creative _____				
	Helping People _____				
	Machines/Processes _____				
	Recognition _____				
Work Situation (p.30)	Pride _____				
	Following Instructions _____				
	Controlling Others _____				
	Dealing with People _____				
	Working Alone _____				
	Influencing People _____				

OCCUPATIONS THAT MATCH MY PROFILE

Write the topics that were past the two mark on the profile under each area listed. Then using pages 18, 25, 30, and the other pages of your book, list occupations related to each topic.

ABILITIES

INTERESTS

WORK SITUATIONS

OCCUPATIONS

OCCUPATIONS

OCCUPATIONS

List at least one occupation that matches your abilities, interests, and work setting choices.

THE FUTURE ME

Draw a picture of the occupation
that matches your profile

THE FUTURE ME

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THE FUTURE ME

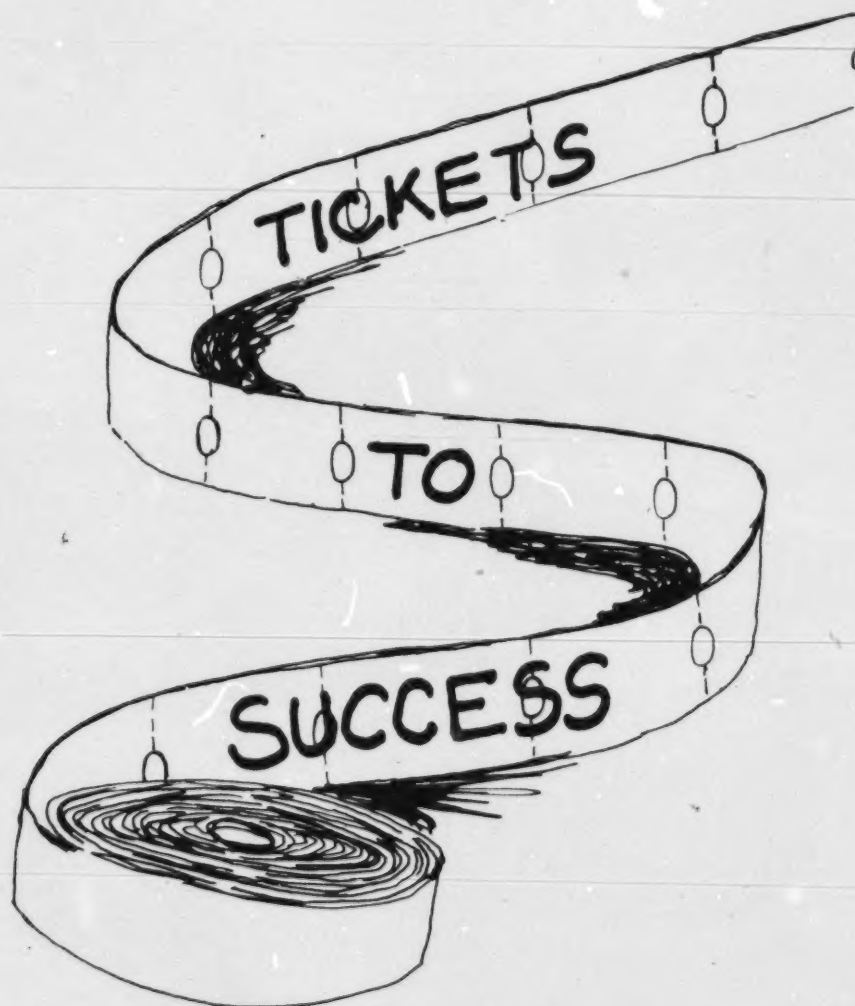


CHAPTER ONE

PATHS TO CAREERS

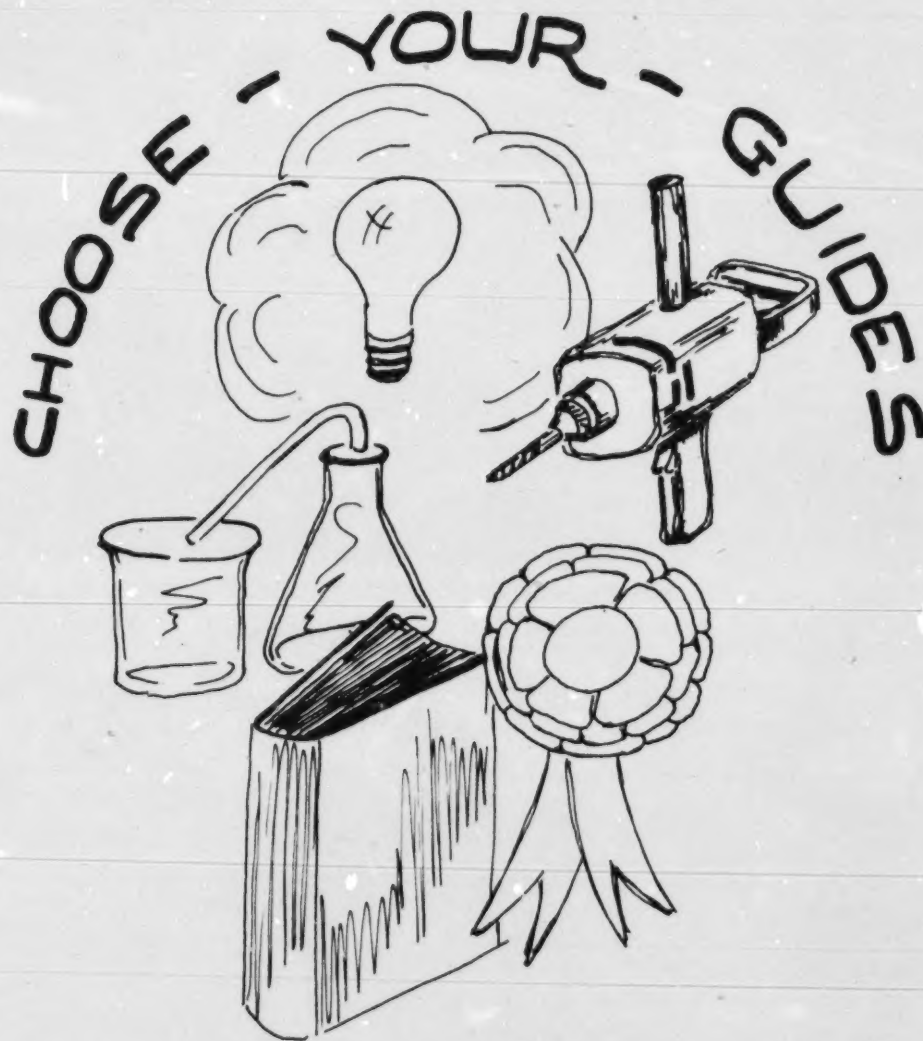
Educational Occupational Preparation

CHAPTER TWO



Abilities Required for Occupational Success

CHAPTER THREE

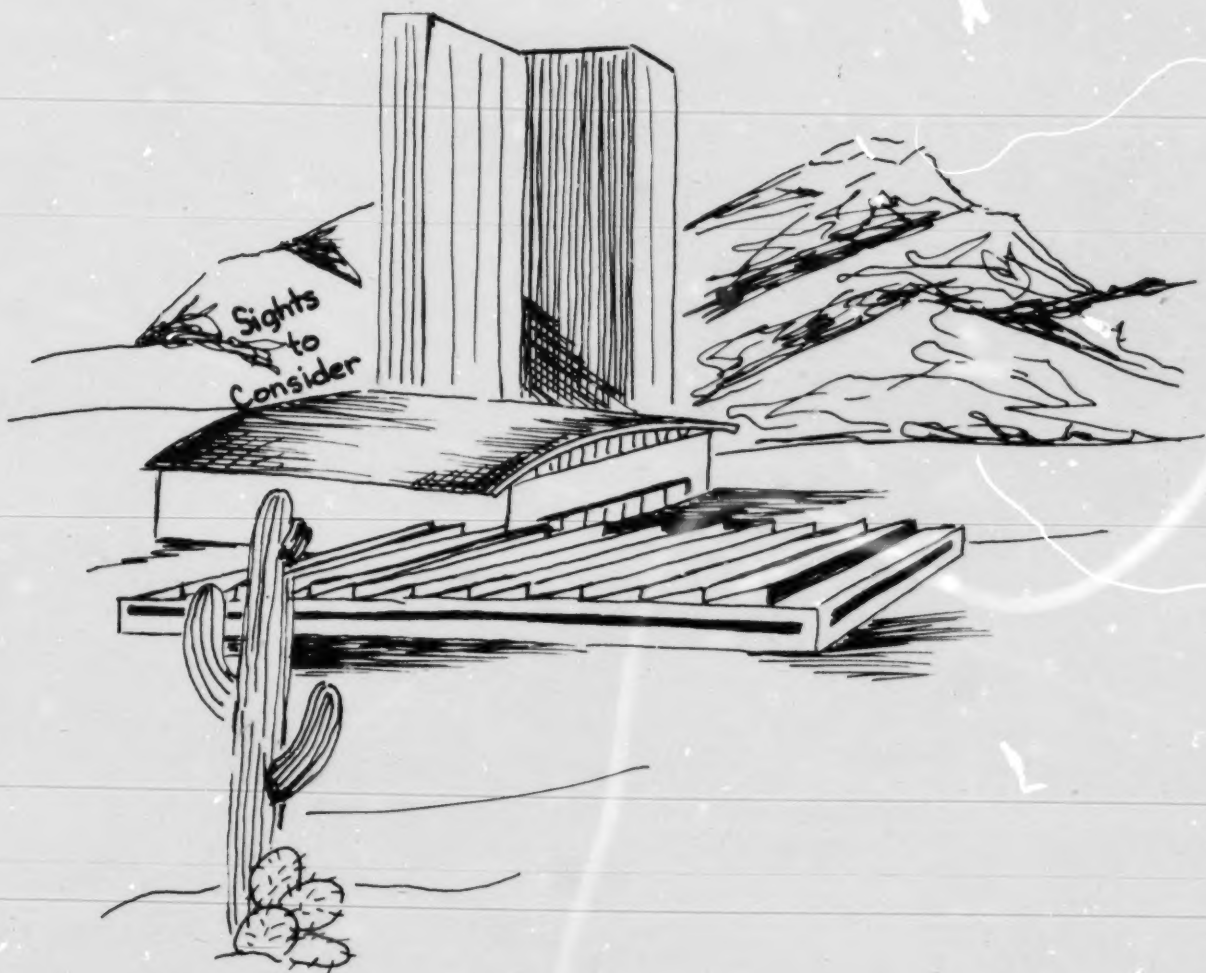


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Interest Factors Related to Occupations

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CHAPTER FOUR





CHAPTER FIVE

THE FUTURE ME



GLOSSARY

College: attendance at a school, after high school, for two, four, or more years; learning information and skills necessary in many additional areas as well as those that are required in a specific occupation.

Color awareness: use, choice of colors

Coordination: precise movements with hands, eyes, fingers

Creativity: ability to make or produce something through imaginative skill

High school: attendance in grades 10-12 (sometimes 9-12) completed at age 18. Provides a background of information and teaches many necessary skills

Influence: the act of producing an effect or action

Interest factors: preferences for certain types of work activities or experiences

Knowledge: general learning ability

Nature: overall work situation or setting

Numerical ability: ability to accurately and quickly perform arithmetic operations

On-the-job training: learning skills from an experienced worker while being employed and earning a salary

Processess: changes going on slowly that lead to a finished product

Profile: a graph showing the results of ratings

Routine: tasks that do not change much from day to day; regular, organized

Science/technology: areas of special subject are problem solving

Verbal ability: ability to understand and present clearly the meanings of words and ideas

Vocational education: attending classes at a school that teaches skills and tasks involved in specific occupations.

APPENDICES

APPENDIX A
INSTRUCTIONAL STRATEGY GUIDE

QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations could prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

a. Bloom¹ classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning.

(See Classroom Question Classification Chart.)

b. Use hypothetical situations and conditional questions such as What would happen if . . . ? and How could . . . ?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.
5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.
6. Do not repeat learner answers.

¹Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 18.

- a. Encourage the learner to speak loudly and clearly.
 - b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.
7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.
 8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almost any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

quality, but most instructors need to spend time preparing questions and typical responses. Exploring this topic should produce many sources of typical questions and strategies for using them.

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."² During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."³ This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.⁴ Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

A. Use of Discussion Techniques⁵

²Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.

³Ibid.

⁴W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97

⁵J. Jeffrey Auer and Henry L. Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
 - a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
 - b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.
3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect

other's opinions.

- a. Respect of another opinion means accepting that opinion as a valid belief of another person.
 - b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
 6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
 7. Make the discussion as informal as possible.
 8. Arrange chairs in a comfortable manner, preferably in a circle.
 9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
 10. The instructor and/or discussion leader should direct the session with enthusiasm.
 11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.
 12. If a discussion is to have a leader other than the instructor, that leader should be chosen and

prepared in advance.

13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. Example:
Ask questions to the group: ask for a volunteer:
ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.
11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

- a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.
- b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.
- c. The chairman performs the responsibilities as listed in Section C.
- d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium⁶

- a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.
- b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.
- c. The symposium is particularly useful as a vehicle for committee reports.
- d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio visual material to enhance their presentations.

3. Interview Technique

- a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.⁷ The

⁶James W. Brown, Richard B. Lewis, and Fred F. Harclerod, A-V Instruction-Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

⁷Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

- b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.
- c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.
- d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents and often a question answered by one can be further developed by the other.
- e. It is a good practice to have either the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

- f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

- a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."⁷
- b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, and evaluating each one before deciding on

⁷Brown, Lewis, and Harclerod, op. cit., p. 313.

the most promising course of action.

- c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion-Debate⁸

- a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.
- b. During a debate session, two or more speakers deliberately present opposing views to the same issue.
- c. No effort is made to reach a decision or to recognize common parts of differing views.
- d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.
- e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

⁸Good, op. cit., p. 312.

- f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.
- g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

LISTENING SKILLS STRATEGY

Few skills are as widely used and abused as those that deal with listening. Few instructors consciously attempt to improve their students' listening skills. Many feel inadequately prepared to teach listening skills. Yet teaching listening skills is no different from teaching other skills. The art of listening should be taught through exploration and discovery experiences. The following suggestions might prove helpful in deciding what and how to teach in terms of listening skills.

A. Notes to the Instructor

1. The first job an instructor faces is selling the importance of developing good listening habits. Listening oriented games often encourage enough interest to enable the instructor to demonstrate the poor listening habits possessed by most learners. From this point, the instructor can demonstrate to the class how practice and concentration improve listening skills.
2. Instructors should be cognizant of the fact that good listening skills vary depending upon the reasons for listening and the circumstances surrounding the act of listening. For example, we can listen in order to learn, to analyze, to

create, to converse, or for pleasure. During each act of listening, we listen differently; therefore, learners should be given some insight into those different circumstances.

The following categories are as broad or specific as an instructor wishes to make them. The individual segments of each category are intended to be used only where applicable. The material used, the method of presentation, etc., are left to the creativity of the instructor.

B. Listen to Learn

1. If background material is needed for the learner to understand the lesson, provide it.
2. List several points for learners to listen for during a listening exercise. Gradually increase the amount of material to be assimilated in a given lesson.
3. Combine note-taking exercises that enable a learner to assimilate more information in a shorter period of time, with listening exercises. Begin note-taking with a single paragraph of informational material read aloud along with definite directions for listening. Gradually increase their complexity. When note-taking is a new skill, distribute mimeograph copies of your notes to students so that they have a good

example to follow.

4. Involve learners in different ways. Use tapes of classroom reports and appropriate lessons as listening exercises.
 5. During lectures, teach the learner to listen for lesson titles and the main ideas of each lecture.
 6. Teach learners to listen for such key words and phrases, as I will explain why, The reason being, In conclusion, To summarize, etc.
 7. Provide practice in listening for topic sentences.
- C. Listen to Analyze - We often criticize speeches and speakers, but are unable to pinpoint the reasons that stimulate that criticism. Learners can be taught to objectively analyze speeches and speakers.
1. Provide time to analyze speeches. Determine why a speech is liked or disliked. Analyze the speaker's voice and manner of presentation.
 2. Analyze the content of the speech. Did the speaker say anything that could be agreed or disagreed with?
 3. Determine what a speaker thinks and stands for by analyzing what he has said. By analyzing a speaker's thoughts, we often find that a speaker has aroused his audience by manipulating emotions and has provided very little information.

On the other hand, a speaker who does not motivate his audience to become involved may have a lot of important ideas worth listening to.

4. Teach learners to pick out the strong points of a speech or conversation rather than the flaws.
5. Explain and discuss basic propaganda techniques. Help learners become aware of the connotations of words, the sometimes unquestioned acceptance given to testimonials and authoritative statements, and the use of emotionally oriented phrases.

D. Listen to Converse

1. Give the person speaking your undivided attention. Do not become a "cut-in" listener. People that interrupt during the course of conversation indicate that they place no worth on what the other person is saying.
2. Try to involve quiet people in your conversation by asking appropriate questions. The secret of being a good listener is being thoughtful of others.

E. Listening for Cues

Anger, frustration, sorrow, joy, and other moods are transmitted through voice tones and facial expressions, and body movements. Listening and

watching for cues will enable a listener to become more aware of a speaker's real feelings. Each mood mentioned above registers a subtle message, and the ability to distinguish one from another will determine the sophistication of one's listening habits.

F. Listening to Create

Listening in order to use what you have heard to create something new is probably the highest form of the listening act. Listening in order to create combines an ability to think for yourself and the ability to use the suggestions of others.

G. Listening for Pleasure

Listening for sheer pleasure is one of the most useful of all skills. Use practice exercises to stimulate listening for pleasure - music, drama, recorded readings, etc.

Teaching listening skills can be a rewarding experience. Regardless of whether you teach listening skills as a unit or incorporate the study of these skills into a structured lesson or another topic, listening is a habit that should be cultivated.

The above material has been adapted from Mauree Applegate, Easy in English (New York: Harper and Row, 1960), pp. 85-125.

GIVING DIRECTIONS STRATEGY

The average instructor spends a great amount of classroom time giving directions to learners. Yet few take time to make preparations for giving those directions. The following suggestions offer a review of common practices too often forgotten.

1. Instructors should develop the habit of giving directions only once. If it is necessary to repeat directions, a learner should assume the responsibility.
2. When giving directions, the instructor should have the attention of his audience. If directions are necessary, it is also necessary that learners offer their undivided attention.
3. The instructor should speak in a clear voice at a normal rate and volume. If the instructor recognizes that he is getting progressively louder while giving directions, the problem could stem from a failure to get the attention of the entire class.
4. The instructor should never give more information than the learners can assimilate.
5. The instructor should thoroughly understand the process to be directed before attempting to explain it to the learners. Writing down directions is often helpful.

6. Start with simple directions; gradually increase their complexity.
7. Help the learner to see a complete picture of what he is going to do or make before he begins. Examples and illustrations can clarify directions.
8. When available, use diagrams, charts, and models as aids in giving directions.
9. Organize directions into logical steps, remembering to start with the simple and work toward the complex.
10. Separate disciplinary directions (admonitions) from instructional directions.

If instructors expect their directions to be followed, they should present those directions in a carefully prepared manner. When confusion occurs, however, allow enough flexibility to remedy the problem at the time it arises.

The above material has been adapted from Mauree Applegate, Easy in English (New York: Harper and Row, publishers, 1960), pp. 103-104.

APPENDIX B
THE FUTURE ME

THE FUTURE ME

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THE FUTURE ME



CHAPTER ONE

PATHS TO CAREERS

Educational Occupational Preparation 226 *1*

Educational Paths to Careers



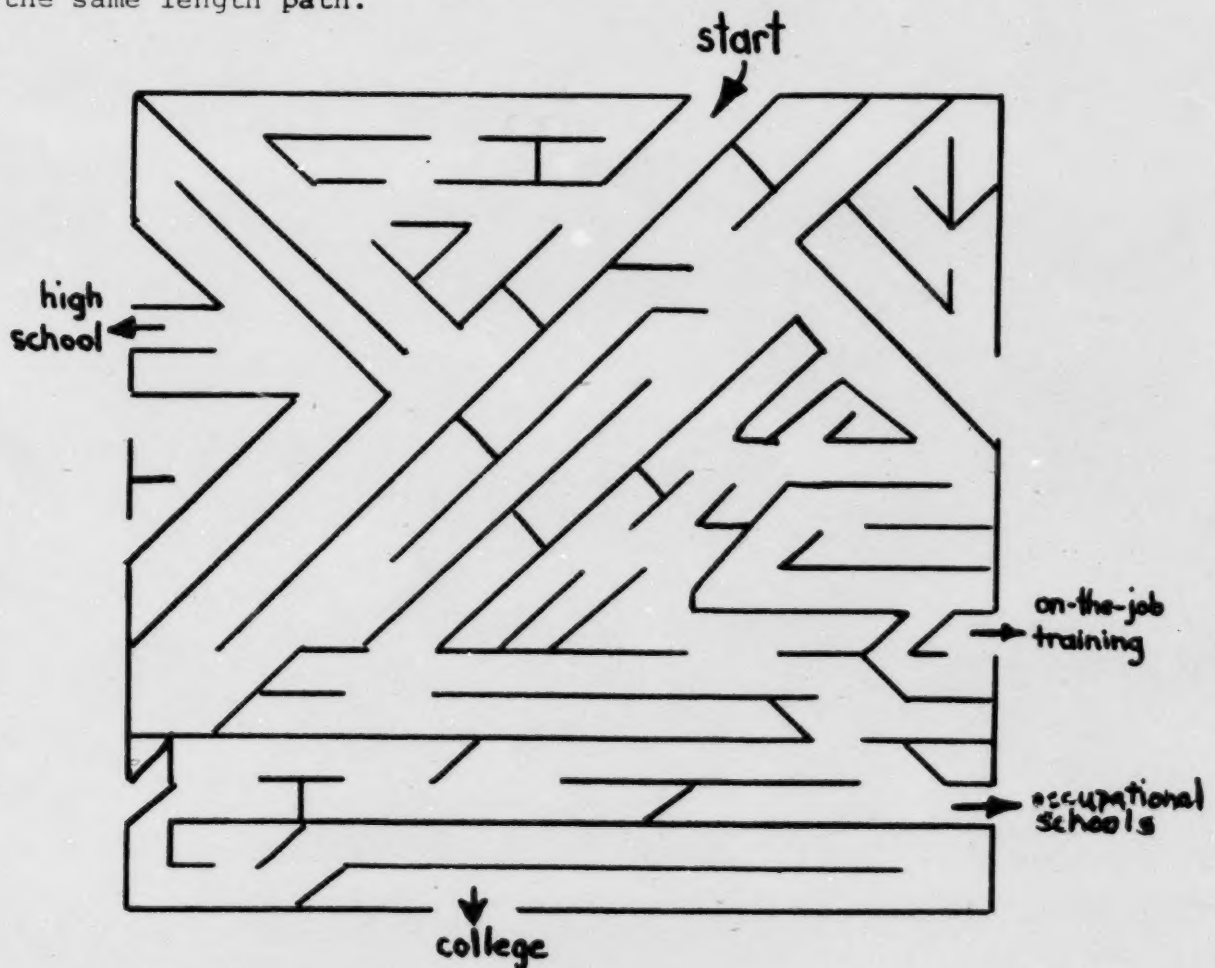
1. h _ _ _ _ o _
2. _ _ _ e _ _ _ i _ _ _
3. _ _ _ u _ _ _ h _ _ _
4. _ _ _ l _ _ _

Directions: You will begin with the letter marked by the arrow. Write this letter in the first blank on line one. Continue around the circle, writing each letter in the next blank. A few letters have been filled in to help you. When you have gone all around the circle, you will have spelled out the four ways people learn about and train for their jobs.

Finding Paths to Careers.....

Directions: The maze below should be completed to show the four paths of job preparation: high school, on-the-job training, occupational schools, and college. Using the maze to help you, complete each sentence below.

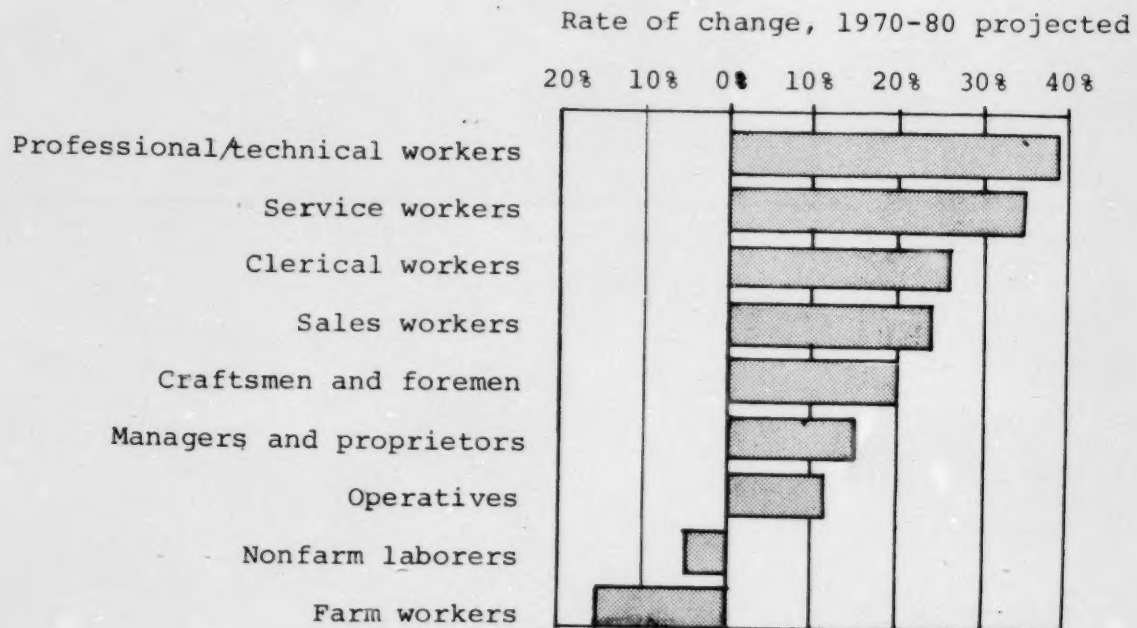
1. The longest path of job preparation is _____.
2. _____ is the beginning path for occupational preparation.
3. On-the-job training is usually longer than _____.
4. Occupational schools may be shorter than _____.
5. On-the-job training and _____ may have about the same length path.



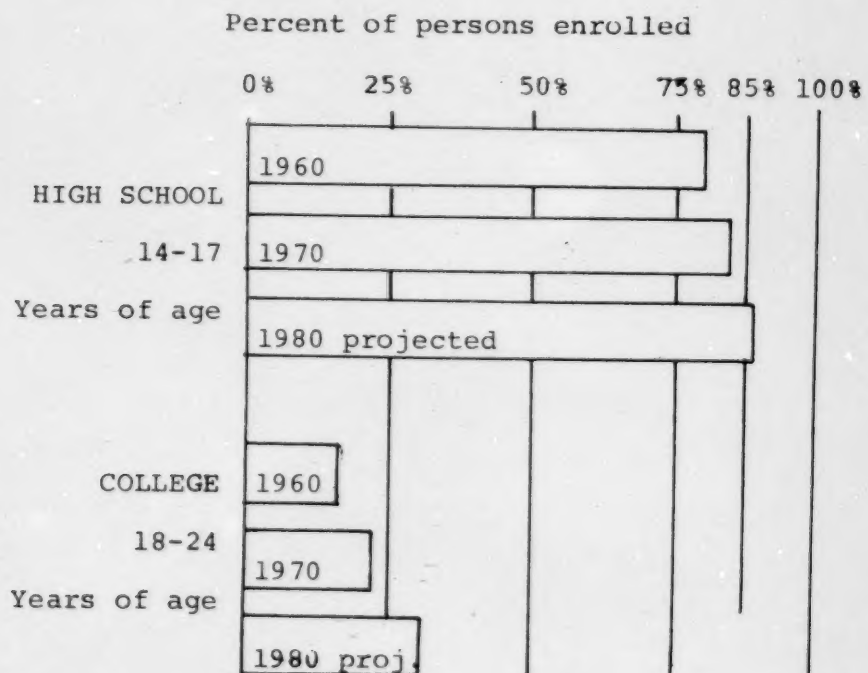
LEARNER INFORMATION SHEET

PREDICTIONS ABOUT OCCUPATIONS AND EDUCATION

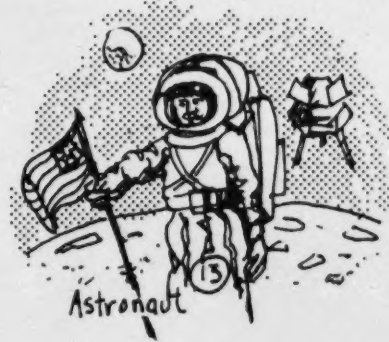
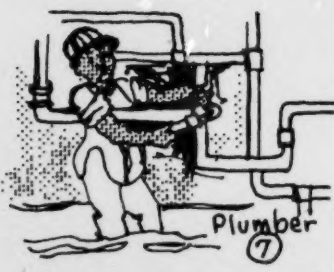
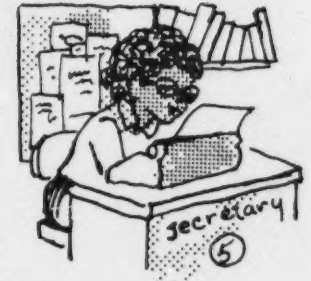
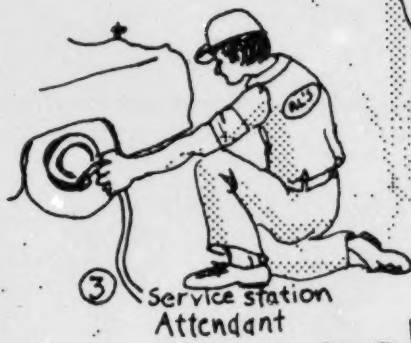
DURING THE 1970's, GROWTH WILL VARY
WIDELY AMONG OCCUPATIONS



SCHOOL ENROLLMENT RATES WILL CONTINUE
TO RISE



Particular Paths to Careers



Directions: Write the numbers of the occupations on the lines after the type of training most likely able to prepare the worker for his job.

college _____
on-the-job training _____
occupational school _____

CATEGORIZING OCCUPATIONS

INFORMATION SHEET

Professional and Related Occupations

accountants, lawyers,
clergymen, teaching,
conservation occupations,
counseling occupations,
engineers, librarians,
health service occupations,
mathematics, technicians,
natural science occupations,
life science occupations,
performing artists,
social scientists,
writing occupations,
photographers

Service Occupations

barbers, models,
cosmetologists,
cooks and chefs,
waiters and waitresses,
guards and watchmen,
police officers,
fire fighters,
hospital attendants

Managerial Occupations

city managers,
industrial traffic managers,
purchasing agents

Clerical Occupations

bookkeepers, cashiers,
file clerks,
receptionists,
stock clerks,
typists,
telephone operators

Sales Occupations

automobile parts (sales),
insurance agents,
real estate,
retail trade

Skilled Occupations

building trades,
driving occupations,
machining occupations,
mechanics and repairmen,
printing occupations,
assemblers, jewelers,
furniture upholsterers,
gasoline station attendants,
meat cutters,
motion picture projectionists,
parking attendants,
power truck operators

Some Major Industries and Their Occupations

Agriculture

farming,
soil scientists,
farm service jobs

Mining

petroleum and natural gas,
production and processing,
copper

Manufacturing

aircraft, apparel,
baking,
iron and steel,
motor vehicle

Transportation, Communications

pilots, stewardesses, radio
operators, radio-TV
announcers, telephone installers,
repairmen, operators

Finance

bank tellers, clerks, officers,
insurance adjusters, agents

OCCUPATIONAL FACTS INFORMATION SHEET

	Clerical	Education Arts	Managers Officers	Outdoors	Selling	Services	Sciences, Trade
College plus more		Architect Professor Librarian				Doctor Dentist Lawyer Veterinarian	Chemist Physicist
College Degree		Reporter Teacher Translator	Armed Services Officer Business Executive	Coach Forester	Public Relations Worker	FBI Agent Social Worker	Engineer City Planner
H.S. Diploma & other training	Accountant Executive Secretary	Artist Designer	Armed Services Officer Office Manager Hotel Manager		Buyer for Store	Nurse	Airline Pilot Draftsman Photographer
H.S. Diploma O.J.T. Voc. Ed	Bookkeeper Secretary Telephone Operator		Building Contractor	Farm Hand	Insurance Agent Auto Sales- man	Airline Stewardess Barber Beautician Cook, Chef Policeman/ Woman Dental Asst.	Jeweler Carpenter Tailor, Dress- maker, Welder Plumber Mechanic, Com- puter Progr.
H.S. Not required	Cashier File Clerk			Farm Hand Yard Work	Salesperson	Dry cleaning worker, Maid Post office Clerk Mailman Waiter Babysitter	Construction Worker Factory Assembler Truck Driver

THE DAILY NEWS

MORNING EDITION

HELP WANTED

SECTION G PAGE 1

ACCOUNTANT

With manufacturing firm
H. S. grad. or 2-3 yrs
exp. or education. Dut-
ies include ledge and
cost accounting; \$5,000
-yr to start. Call 963-
7184 for app't.

AIRLINE STEWARDESS

Meet interesting people,
travel. H.S.grad, 20-26
yrs old. Neat, attract-
ive, get along well with
people. Start \$8000 Ap-
ply North Airlines.

ARCHITECTS

DESIGN, PLAN, DRAW DE-
SIGNS FOR HOMES, APTS.,
INDUSTRIAL PARKS, EXP.
REQUIRED, COLLEGE GRAD.
\$7,000 TO START, APPLY
WESTERN & SMITH, INC.

ADVERTISING COPYWRITER

Large Co. needs person
to write newspaper ads,
trade journals, and cat-
alogues. Journalism ma-
jor prfd, will consider
English major. MU9-2883

BANK CLERKS

WILL TRAIN

H.S. grad. Union Bank

BANK OFFICER

Man interested in man-
agement position. Col-
lege grad with flare
for figures. Call 765-
8901.

BEAUTICIAN

Trainee, recent Trade
Sch. grad. \$90 per wk.
New shop. Phone Mr. Ric
373-6008.

BOOKKEEPER- MAKE \$\$

H.S. GRAD. WITH KNOW-
LEDGE OF NUMBERS, TYP-
ING HELPFUL. CALL MR.
WINTERS 987-6872.

CASHIER

Good pay, Co. benefits.
Take customer payments,
bank deposits 40 hr/wk.
Female preferred. Call
737-0872

DENTIST

Mem. Hosp. Adv. College
training and 2 yrs exp.
Apply Personnel Dept.

DRAFTSMAN WANTED

IMMED. OPENING, 2 YRS
VOC. ED. EXPERIENCE.
MATH APTITUDE. CALL MR.
JENKINS 963-5042.

ELECTRICIANS

Take recent H.S. grad
to begin O.J.T. Start
\$60 per wk. Call Mr.
Franklin MU 7-7371.

ENGINEER-ENGINEER

Review and evaluate cur-
rent product designs.
Coll. grad. Know mil-
itary specifications.
Snd letter to Precision
Co., 4 Lombard Lane
Middlefield.

NEED IMMEDIATELY

FARM HANDS

H.S. grad. handy with
equipment. Write Box 72
The Daily News.

FBI AGENTS

MEN OR WOMEN, MUST PASS
CIVIL SERVICE TEST, 4
WKS. TRAINING AT FBI
HEADQUARTERS, WRITE FBI
WASHINGTON, D.C.

INSTRUMENT REPAIR

Growing field-must have
trade sch. certif. Ap-
ply Gas & Electric Co.

LIBRARIANS

COLLEGE GRAD. ENJOY RE-
SEARCH \$5500-\$10,000.
CALL 763-7921

MERCHANDISER-BUYER

H.S. grad w/2yrs retail
exp or formal training.
Miss Mary Personnel
Dept. Dress Shoppe.

MECHANIC

Gd. oppty. Previous exp
not req. but need Trade
or Tech. School certif.
Interviews 10-4, 16 Ash
Street

PERSONNEL WORKER

COLL.GRAD. POISE, ABIL-
ITY TO DEAL WITH PEOPLE
425/MO TO START. SECTON
AGENCY.

POLICEMEN/WOMEN

H.S. grad. 6 mo. train-
ing program. Finest po-
lice dept serving large
city. Write Solano Co.
P.O. Box 73

P.L.U.M.B.E.R

Ability to estimate
plumbing and heating.
Start \$10,000, f you
have 4yrs exp Call 756-
0098

PROFESSIONAL ARTIST

Good eye for color bal-
ance, detail; creative.
H.S. diploma, 2 yrs.
trade sch or O.J.T. exp

SALES

Will train. Start \$50
per week. Raise after
training-Mollies Crafts
92 Center Street

SECRETARY - LEGAL

Go. oppty for qualified
secretary with 2yrs le-
gal sec. training, \$100
per week. Call JA 8932.

**** TEACHERS ****

CERTIFIED ONLY. CALL TR
1-9463

TELEPHONE INSTALLER

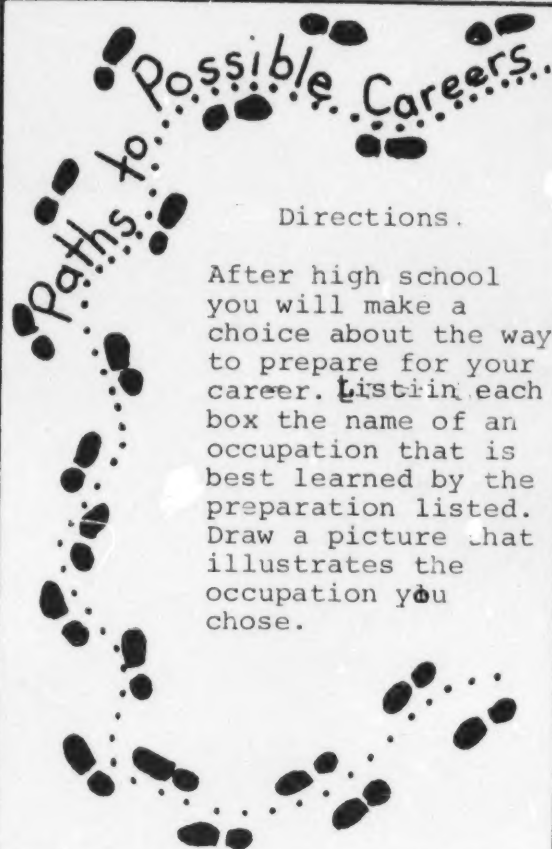
H.S. GRAD. DRIVERS LI-
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Work with large and
small animals. CALL MI
4-3298.

WELDERS

Trade school certif. or
will train. Call 972-
0012.



Directions.

After high school you will make a choice about the way to prepare for your career. List in each box the name of an occupation that is best learned by the preparation listed. Draw a picture that illustrates the occupation you chose.

On-the-job training

Occupational School

College

CHAPTER TWO



Abilities Required for Occupational Success

Directions: Using the letters in the box, complete each word by filling in the missing letter. Then look down each column of words you have completed. Each will spell an ability that relates to occupational success.

a, a, a, b, c, c, c, d, e, e, e, e, g, i, i, i, k, l, l, l, l, m, n, n, n, o, o, o, o, o, o, r, r, r, r, t, u, v, w

	C	O	N		E	R	S	A	T	I	O	N
	S	P		E	C	H						
	W	O		D	S							
V	O	C	A		U	L	A	R	Y			
	I	D	E		S							
	T	E		L								

M	A	T		H				
		T		N	E	S		
		B		E	N	D	S	
		C		M	B	I	N	E
		A		T				

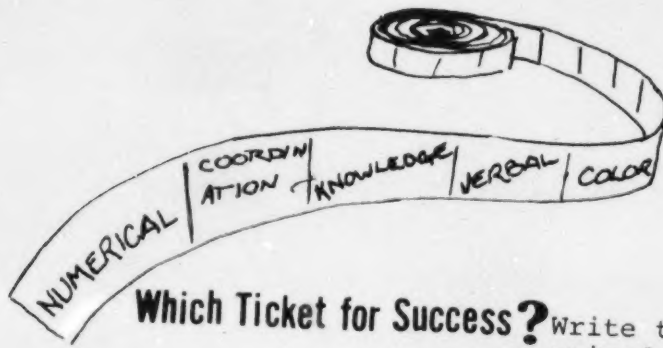
			M	O		E	Y			
		M	E	A	S		R	E		
A	R	I	T	H		E	T	I	C	
	N	U	M	B		R	S			
		R	E	G		O	U	P		
	M	U	L	T		P	L	Y		
C	O	R	R	E		T				
S	U	B	T	R		C	T	I	O	N
			S	O		V	E			

B	A	L	A	N		E					
				M		V	E				
				T		G	E	T	H	E	R
				W		I	T	E			
			B	O		Y					
				F		N	G	E	R	S	
			D	A		C	E				
			C	R		W	L				
			C	A		C	H				
			C	L		M	B				
		T	H	R		W					
			H	A		D	S				

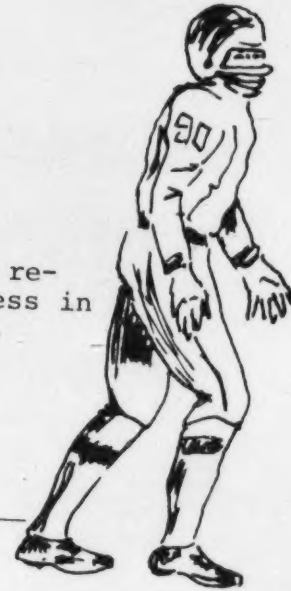
				S		I	L	L	S	
			T	H		K				
		R	E	A	S		N			
							I	S	E	
			S	O		V	E			
				L		A	R	N		
		S	T	U		Y				
C	O	L	L	E						
			L		S	S	O	N	S	

FIVE TICKETS FOR SUCCESS

11



Which Ticket for Success? Write the skill required for success in each occupation.



TICKETS TO SUCCESS



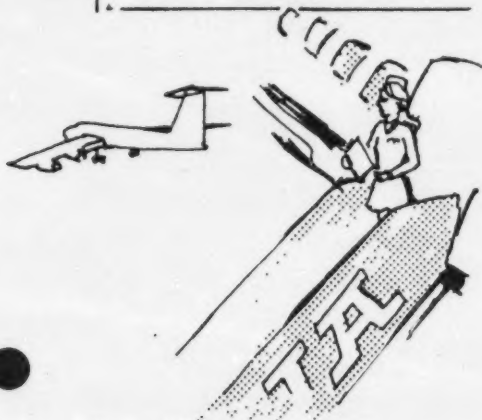
1. _____



2. _____



3. _____



4. _____



5. _____



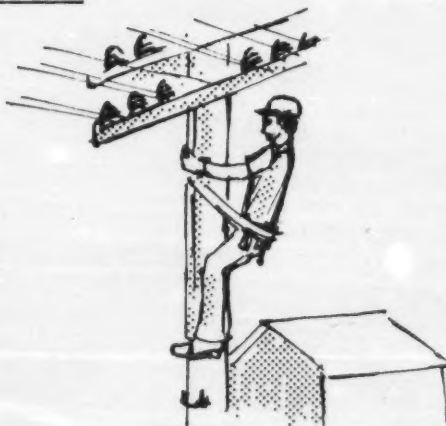
6. _____



7. _____



8. _____



9. _____

THE DAILY NEWS

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MEN OR WOMEN. MUST PASS
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WKS. TRAINING AT FBI
HEADQUARTERS. WRITE FBI
WASHINGTON, D.C.

INSTRUMENT REPAIR

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425/MO TO START. SECTION
AGENCY.

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P.L.U.M.B.E.R

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Exp. Vet. w/degree - in
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Work with large and
small animals. CALL MI
4-3298.

WELDERS

Trade school certif. or
will train. Call 972-
0012.

SKILLS WORKERS NEED

Lesson 6

Directions: Write the names of the occupations that require a high degree of the skill listed in each box.

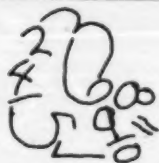
KNOWLEDGE



VERBAL



NUMERICAL



COORDINATION



COLOR AWARENESS



OCCUPATIONS AND SKILLS REQUIRED

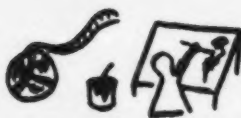
A large number of workers in these occupations have a high degree of the ability listed.

KNOWLEDGE:



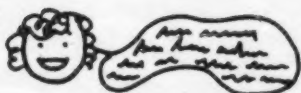
Lawyer, principal, accountant, writer, medical and veterinary services, F.B.I. agent, librarian, restaurant manager, historian, actor, administrator, inspector, parole officer, clergyman,

COLOR AWARENESS:



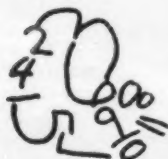
Photographer, artist, merchandiser-buyer, landscaper, sign writer, camera-man, beautician, designers of: clothing, toys, jewelry, fishing lures, floral arrangements

VERBAL:



Air traffic controller, casting director, parole officer, clergyman, stewards, sales personnel, reporter, editor, script writer, comedian, lawyer, actor, writer, accountant

NUMERICAL:



Loan officer, cashier, accountant, budget consultant, historian, chemist, surveyor, bookkeeper

COORDINATION:



Tailor, cook, engraver, mechanic, key punch operator, secretary, dancer, locksmith, craftsman, architect,

ANSWER SHEET: IDENTIFYING MY SKILLS

	YES	NO	1	2	3
1.			Yes		Verbal= _____
2.			No		
3.			No		
4.			Yes		
5.			Yes		Knowledge= _____
6.			No		
7.			Yes		
8.			No		
9.			No		Numerical= _____
10.			No		
11.			Yes		
12.			No		
13.			Yes		Color Awareness= _____
14.			Yes		
15.			Yes		
16.			No		Coordination= _____
17.			Yes		
18.			Yes		
19.			No		
20.			Yes		

CHOOSING OCCUPATIONS TO FIT MY SKILLS

I scored highest in _____

Two occupations related to these skills are _____

and _____

Illustrate a worker performing the tasks in each occupation you listed.



CHAPTER THREE



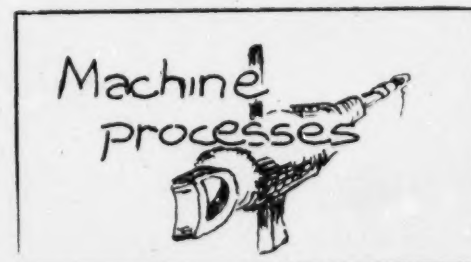
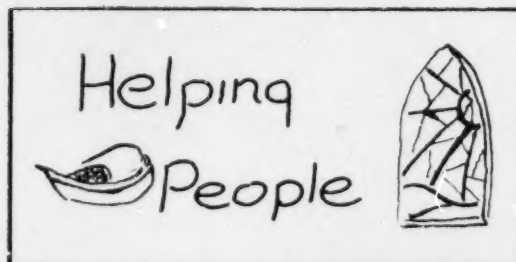
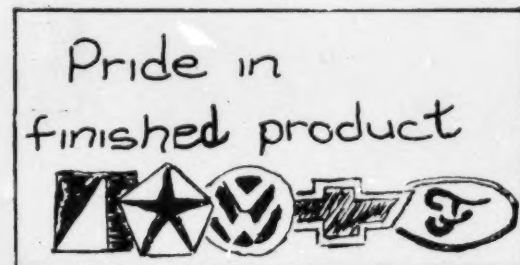
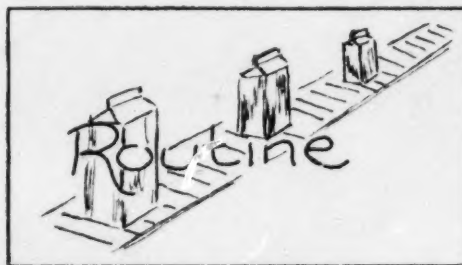
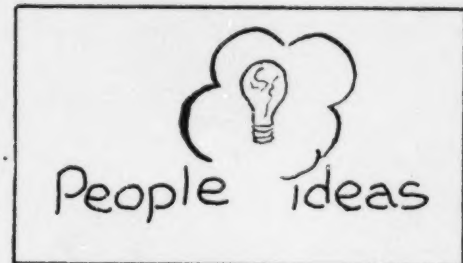
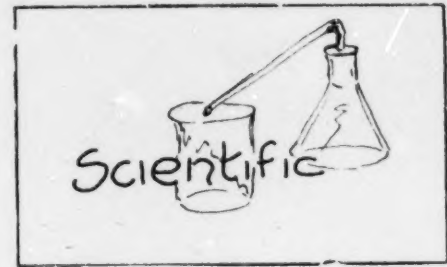
244

Interest Factors Related to Occupations

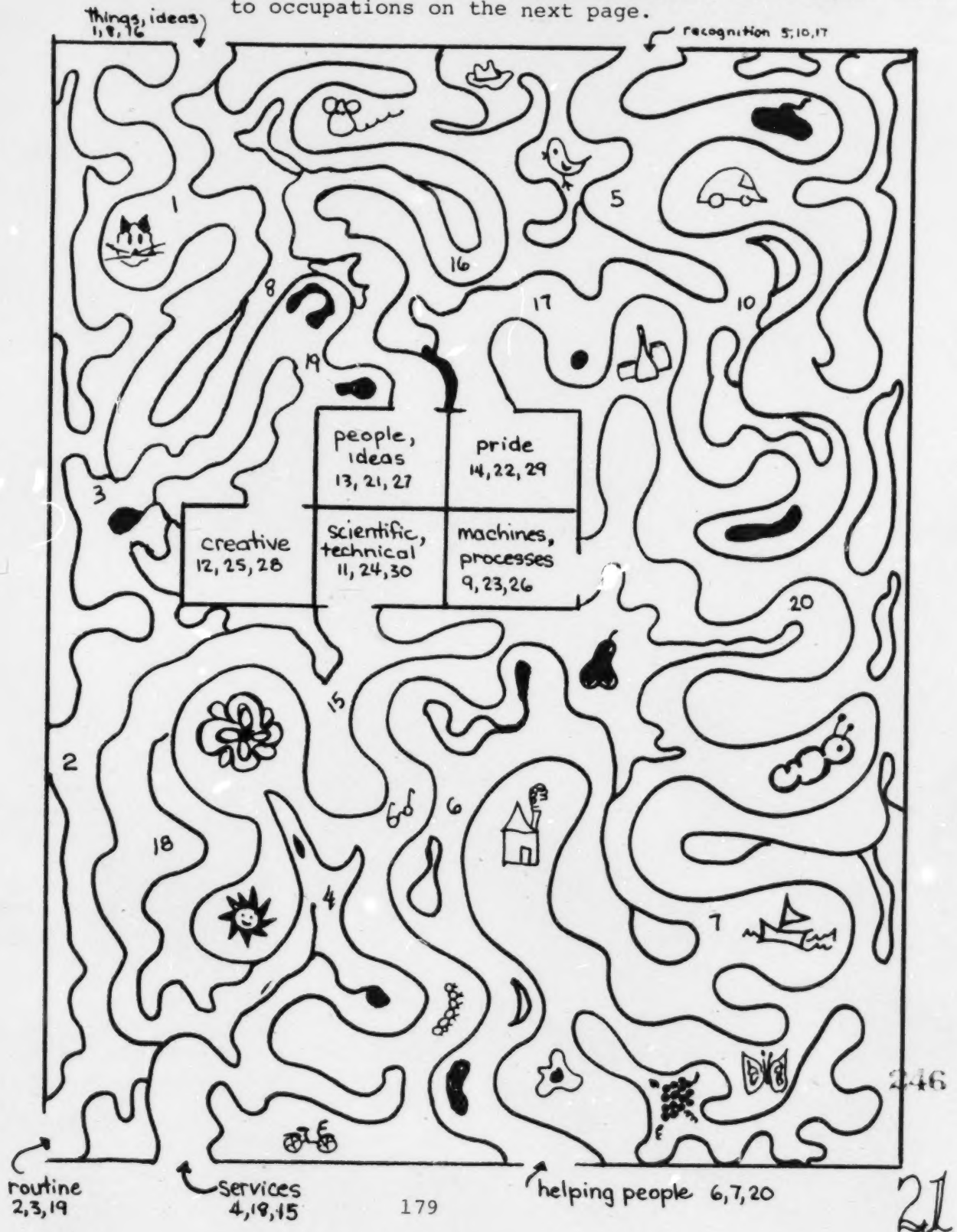
19

Directions: Draw a line from the interest factor listed in the left hand column to its opposite factor in the right hand column.

IDENTIFYING INTEREST FACTORS



Directions: Follow the maze for each interest factor until you reach the center and identify the contrasting interest factor. Be sure to pass through the numbers listed next to the factor at the starting point. The numbers refer to occupations on the next page.



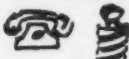
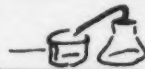
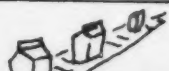
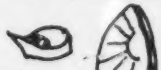
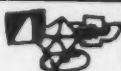
OCCUPATIONS RELATING TO INTEREST FACTORS

On the line after each occupation write the letter of the interest factor to which ~~each~~ occupation relates. (The numbers also refer to the maze, in case you need help.)

1. Fruit inspector
2. Typist
3. Animal trainer
4. Barber
5. Radio announcer
6. Teacher
7. Counselor
8. Auto mechanic
9. Photographer
10. Comedian
11. Surgeon
12. Artist
13. Model
14. Tailor
15. Usher
16. Phone installer
17. Actor
18. Salesman
19. Machine tender
20. Nurse
21. Lawyer
22. Architect
23. Auto test driver
24. Mathematician
25. Decorator
26. Type setter
27. Script editor
28. Author
29. Cattle raiser
30. Chemist

- A. things, objects
- B. services
- C. recognition
- D. helping people
- E. routine
- F. people, ideas
- G. scientific, technology
- H. creativity
- I. machines, processes
- J. pride

Identifying Occupations

Things - Objects 	People - Ideas 
Services 	Scientific 
Routine 	Creative 
Helping People 	Machines - Processes 
Recognition 	Finished Product 

ANSWER SHEET: IDENTIFYING MY INTERESTS

I would like to: (Check one in each block)✓

Scoring: Count how many check marks you have for each factor and write this number on the blank after each factor.

PREFERENCE FOR ACTIVITIES

Things/Objects #1	Total	_____	People/Ideas	#6	Total	_____
Services #2	Total	_____	Science/Technology	#7	Total	_____
Routine #3	Total	_____	Creativity	#8	Total	_____
Helping People #4	Total	_____	Machine/Processes	#9	Total	_____
Recognition #5	Total	_____	Pride	#10	Total	_____

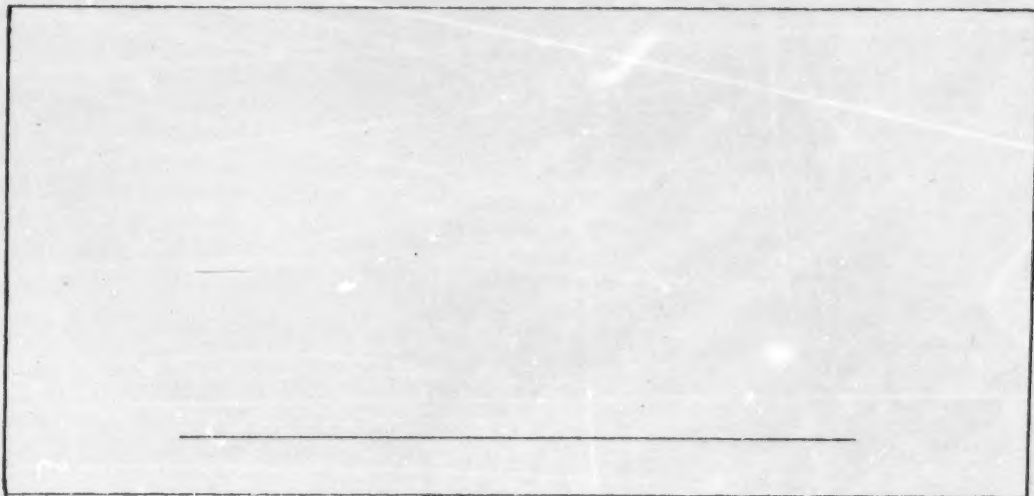
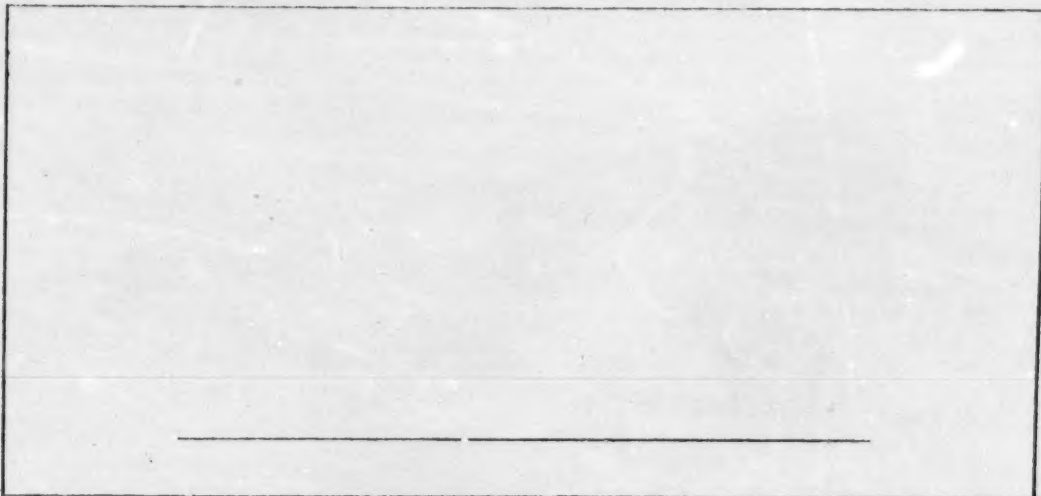
1.	Build a model town	1
	Interview a worker about his job	2
2.	Fix broken toys	2
	Wash windows	3
3.	Put together jigsaw puzzles	1
	Help a younger child with school-work	4
4.	Build scenery for a play	1
	Take a lead part in a play	5
5.	Attend club meetings	2
	Sort a deck of cards into suits	3
6.	Take telephone messages	2
	Babysit	4
7.	Be room helper	2
	Be team captain	5
8.	Deliver newspapers	3
	Hear a talk on what your city is doing to make it a better place in which to live	4
9.	Shelve library books	3
	Be elected class president	5
10.	Teach someone to do something I can do	4
	Receive an award in front of the school	5
11.	Recite a poem with a group	6
	Work story problems in math	7
12.	Write a story	6
	Decorate the bulletin board	8

13.	Learn about different languages		6
	Learn how a television picture is sent from the studio to a TV screen		9
14.	Tell a story to the class		6
	Finish something I've started		10
15.	Find out about the inside of a volcano		7
	Make up a dance to a record		8
16.	Learn how the different planets were discovered		7
	Learn how sound is put on a movie film		9
17.	Find out how we get rubber from trees		7
	Grow a vegetable garden		10
18.	Design posters		8
	Learn to develop camera film		9
19.	Learn how to play a musical instrument		8
	Train a dog to do tricks		10
20.	Learn how a newspaper is printed		9
	Earn a badge in scouts		10

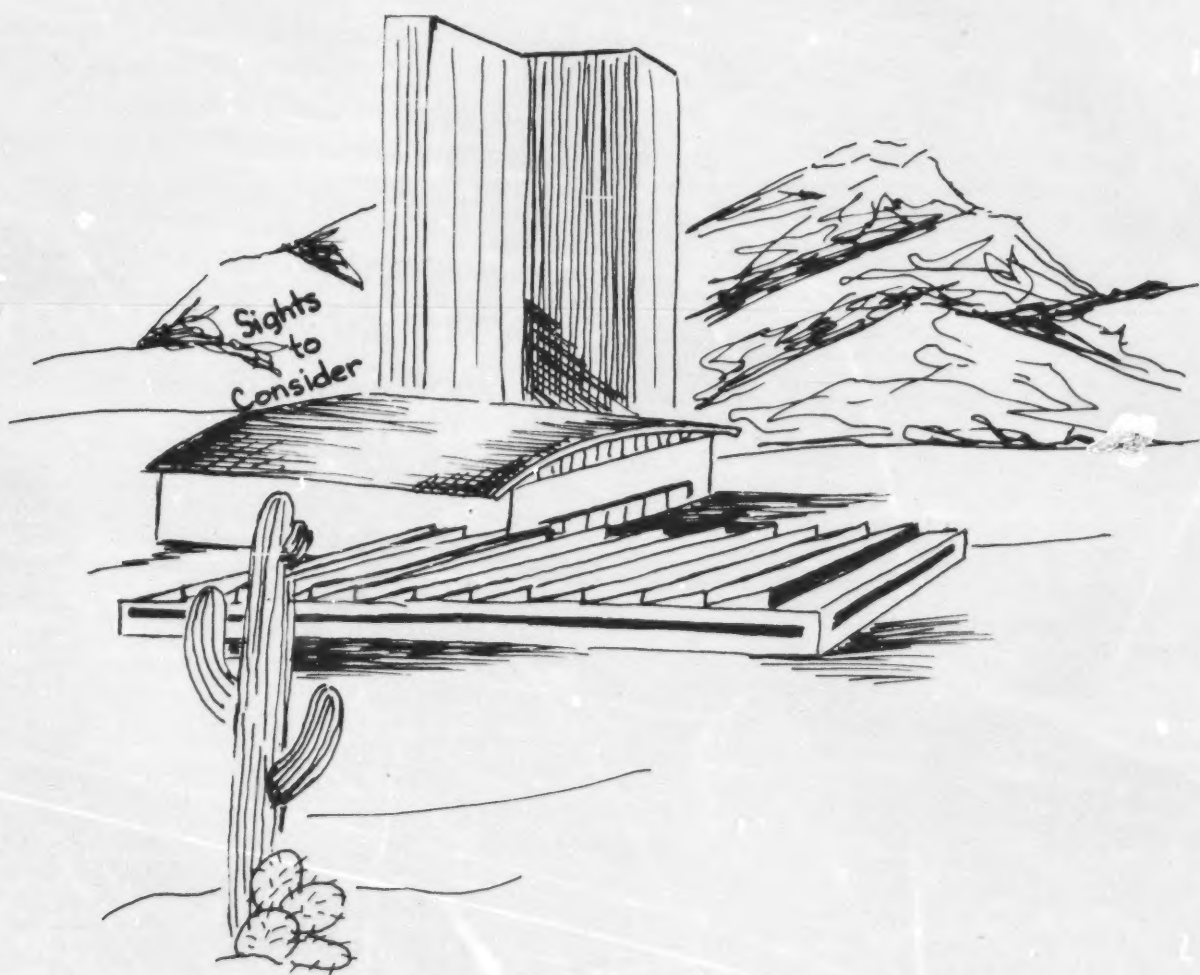
CHOOSING OCCUPATIONS THAT MATCH MY INTERESTS

Directions: Complete the sentence by naming the interest factor you named more than the others. Then write the names of two occupations that require this interest, and draw two pictures of workers involved in those occupations.

I identified my interests as _____.



CHAPTER FOUR



CATEGORIZING SCHOOL ACTIVITIES



Directions: Look at each picture and identify the work situation shown. Use the numbers under the pictures and match them with the work situations listed below.

- Working in groups _____
- Following directions _____
- Influencing others _____
- Giving directions _____
- Working alone _____

OCCUPATIONS RELATED TO WORK SITUATIONS

DOING THINGS UNDER CERTAIN INSTRUCTIONS

Food checker	Dog groomer
Typist	Farm hand
Model	Usher

BEING IN CONTROL OF ACTIVITIES

Travel guide	Police officer
Teacher	Fire chief
Animal trainer	Construction foreman

DEALING WITH PEOPLE

Bank teller	Beautician
Cashier	Detective
Nurse	Secretary

WORKING ALONE

Actor	Truck driver
Grounds keeper	Dancer
Seamstress	Tailor

CHANGING PEOPLES MINDS ABOUT THINGS OR IDEAS

Judge	Window display designer
News reporter	Advertising person
Sales person	Lawyer

WHICH WORK SETTING?

Directions: Write the underlined letters under each work situation. Then unscramble those letters to name an occupation related to the work situation.

DOING THINGS UNDER CERTAIN INSTRUCTIONS

Letters _____

Occupation _____

HAVING CONTROL OF ACTIVITIES OR OTHER PEOPLE

Letters _____

Occupation _____

DEALING WITH A NUMBER OF PERSONS

Letters _____

Occupation _____

WORKING ALONE WITHOUT THE AID OF OTHERS

Letters _____

Occupation _____

CHANGING PEOPLES MINDS ABOUT IDEAS OR THINGS

Letters _____

Occupation _____

IDENTIFYING MY PREFERENCES FOR WORK SETTINGS

I do better:

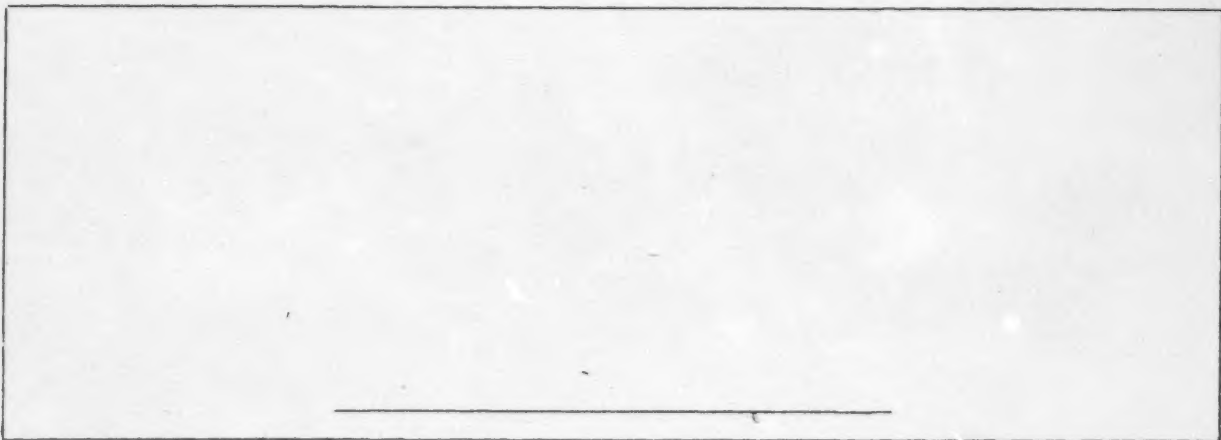
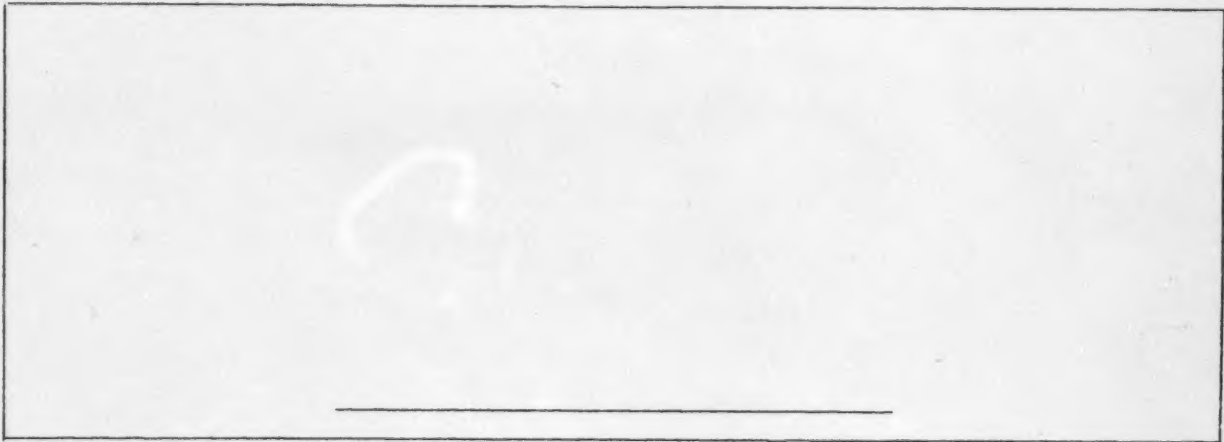
1. Following instructions from others or giving instruction to others		1
		2
2. Following directions on my own or working together with others		1
		3
3. Following instructions from others or working on my own		1
		4
4. Doing things I'm told to do or convincing people to do things my way		1
		5
5. Giving instruction to others or working together with a group of people		2
		3
6. Giving directions for others to follow or working by myself		2
		4
7. Telling others what to do or setting an example for others to copy		2
		5
8. Working in a group or working alone		3
		4
9. Working with others in a group or setting an example for others to follow		3
		5
10. Working alone or convincing people to do things my way		4
		5

Following directions
total #1 _____Being in control
total #2 _____Working with people
total #3 _____Working alone
total #4 _____Changing peoples ideas
total #5 _____

CHOOSING OCCUPATIONS TO FIT MY PREFERENCES

Directions: Complete the sentence by naming the work situation you named more than the others. Then write the names of two occupations whose situations are the same as the one you listed. Draw two pictures of workers involved in those occupations.

The nature of work I prefer is _____.





THE FUTURE ME



MY PROFILE

	0	1	2	3	4
Skills (p.11)	Verbal Ability _____				
	Knowledge _____				
	Numerical Ability _____				
	Color Awareness _____				
	Coodination _____				
Interests (p.24)	Things/Objects _____				
	People/Ideas _____				
	Services _____				
	Scientific/Technology _____				
	Routine _____				
	Creative _____				
	Helping People _____				
	Machines/Processes _____				
	Recognition _____				
Pride _____					
Work Situation (p.30)	Following Instructions _____				
	Controlling Others _____				
	Dealing with People _____				
	Working Alone _____				
	Influencing People _____				

OCCUPATIONS THAT MATCH MY PROFILE

Write the topics that were past the two mark on the profile under each area listed. Then using pages 18, 25, 30, and the other pages of your book, list occupations related to each topic.

ABILITIES

OCCUPATIONS

INTERESTS

OCCUPATIONS

WORK SITUATIONS

OCCUPATIONS

List at least one occupation that matches your abilities, interests, and work setting choices.

THE FUTURE ME

Draw a picture of the occupation
that matches your profile

GLOSSARY

College: attendance at a school, after high school, for two, four, or more years; learning information and skills necessary in many additional areas as well as those that are required in a specific occupation.

Color awareness: use, choice of colors

Coordination: precise movements with hands, eyes, fingers

Creativity: ability to make or produce something through imaginative skill

High school: attendance in grades 10-12 (sometimes 9-12) completed at age 18. Provides a background of information and teaches many necessary skills

Influence: the act of producing an effect or action

Interest factors: preferences for certain types of work activities or experiences

Knowledge: general learning ability

Nature: overall work situation or setting

Numerical ability: ability to accurately and quickly perform arithmetic operations

On-the-job training: learning skills from an experienced worker while being employed and earning a salary

Processess: changes going on slowly that lead to a finished product

Profile: a graph showing the results of ratings

Routine: tasks that do not change much from day to day; regular, organized

Science/technology: areas of special subject are problem solving

Verbal ability: ability to understand and present clearly the meanings of words and ideas

Vocational education: attending classes at a school that teaches skills and tasks involved in specific occupations.

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